

The **DEAF** *American*
THE NATIONAL MAGAZINE FOR ALL THE DEAF

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MARIKA VOROSMARTY,
OUTSTANDING FENCER

The Editor's Page

National Technical Institute

The Advisory Board of the National Technical Institute for the Deaf has met three times—in Washington, D. C., Los Angeles, Calif., and Chicago, Ill. At the Feb. 24 conference in Chicago, 32 representatives from 24 colleges and universities across the country participated in the discussion of preliminary guidelines and application procedures.

Recommended procedures for selection of the institution of higher education to enter into an agreement with the Secretary of Health, Education, and Welfare to establish and construct the NTID involve: 1) the solicitation for the receipt of formal letters of intent to apply for the project from chief executive officers of qualified institutions of higher education; 2) submission of a proposal prepared in accordance with suggested guidelines for the establishment of the Institute; 3) initial review of proposals from applying institutions by the Secretary's Advisory Board; 4) site visits to the several institutions selected by the NTID Advisory Board for more intensive discussion and review of proposals; and 5) submission of final recommendations from the NTID Advisory Board to the Secretary.

Deadline for receipt of proposals is June 1, 1966. We understand that the Advisory Board will then narrow the list of applying institutions to six. Site visits will follow. Next the NTID Advisory Board will recommend three institutions in order. From this list, the Secretary of Health, Education, and Welfare will select the institution to be awarded the contract.

The National Association of the Deaf will submit a position paper on the NTID to the Advisory Board sometime this month. Among the recommendations is one that points out the desirability of having several deaf consultants on the site visit teams. It is also being suggested that the deaf population in the immediate area of the six semifinalist institutions be consulted as to community opportunities for employment of deaf workers and the general climate toward them as a handicapped group.

In applying for the NTID facility, institutions of higher education are expected to outline programs

they would set up. This is a monumental undertaking, one which **should** involve consultation with educators of the deaf, vocational rehabilitation counselors and leaders of organizations of the deaf. We hope that practical as well as theoretical aspects will be considered by those advising the institutions in formulating proposed programs. Time is very short—lengthy proposals must be submitted by June 1, 1966. We fear, as is usually the case, that the deaf “experts” will be frozen out when it comes to the packaging of institutional proposals. This is to be regretted—and all the more so when one keeps in mind that there aren't enough genuine “experts,” deaf or hearing—in the whole country to help the score or more applicants in putting together their proposals.

Organizations of Parents

Efforts to organize a national association of parents, teachers and counselors for the deaf have been endorsed by several national groups, including the National Association of the Deaf. A great need exists for such an organization to promote the education and the welfare of **all deaf children regardless of the method or methods employed in teaching them.**

We add our endorsement because of the underscored objective. The greatest tragedy for deaf children results when parents are misled—while their children are very young—by unrealistic propaganda to the effect that certain methods will produce glowing results. Too many factors are involved in the case of each child, educationally speaking, to warrant undue emphasis on method or methods. The goal should be well-educated individuals who can communicate satisfactorily. It is unlikely that any one method yet devised can achieve the desired result for “95%” of the deaf children. Realistic parents can help immeasurably in the education of deaf children.

Job Corps To Accept Deaf Youths

The Office of Economic Opportunity has announced that the report of the National Association of the Deaf has been accepted and decision has been made to accept deaf youths in the Job Corps. Further details regarding recruitment procedures and camps to which deaf youths will be assigned are contained in a story on page 35 of this issue.

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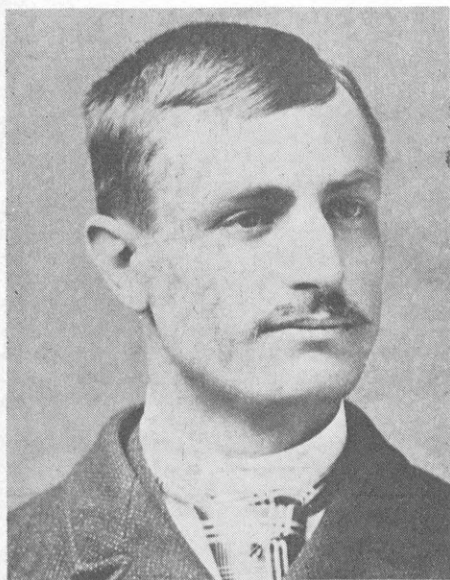
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My Parents: Silent Partners

By JANICE KRENMAYR



John F. Weckel on his wedding day was 25 years old.

Both my father and mother were deaf. We seven children spoke two "tongues"—audible English and the language of signs, but even for us, it was hard to conceive the interminable silence in which they moved. The hearing person moves in a world saturated with a full range of sounds, from whispers to sirens, which blend into an almost unnoticed background. As children we often lashed out in anger and slashing gestures, only to repent bitterly later, when we realized that their "stubbornness" was simply that they did not understand our world outside their quiet.

Many times as a child I wakened to the sound of their early morning arguments—not the ordinary rise and fall of loud, angry voices, but low, soft grunts and high-pitched murmurs. I couldn't see them, but I knew they were accompanied by flying fingers and vehement gestures.

The arguments were a regular thing, for until he died, at 85, Dad's wanderlust chewed on him; he never acknowledged defeat by age. His fortune lay somewhere "south," and he must go. But our house spelled security for Mother. She wouldn't budge.

Often, I've wondered about those blustery quarrels. Now I realize they did not indicate real unhappiness. They only served to spike the monotony of their later years. Dad had trained himself from his first job to awaken promptly at five. When, near retirement age, the Dueber-Hampden watch factory in Canton, Ohio, where he worked was sold and moved to Russia, he lost his job. But he didn't dare let himself break the habit. Some day, he might find work, and alarm clocks were no good to him. The

early morning hours would have been dull without those lively wrangles.

Dad and Mother were normal at birth. Fate stepped in to route their lives. Dad, at two, discovered the delightful pastime of bouncing on the bed with his brother, who was two years older. Suddenly Grandmother Weckel heard a scream. Baby John lay white and stiff on the floor. He cried all night for water: "Dink! Dink! he begged, in a fever.

Months later, he was sitting at the edge of the back alley in Dayton, Ohio, playing with pebbles. A horse-drawn wagon turned in. Grandmother called to him, but he didn't even turn his head. She ran out and scooped him out of the way. That was the first indication. There were others; then visits to doctors—many of them. A small fortune was spent on treatments, until a doctor told them frankly they were wasting their money. Johnny's hearing was gone.

Later, his two brothers and three sisters became accustomed to the teasing of their mute brother. With high spirit and good humor he found his own fun. A natural mimic, he teased his sisters when their boy friends came to call. When Grandmother worried constantly about him and made him her pet, he in turn adored her. When she seemed low in spirits or failed to smile, Johnny would go around in frustrated accusation and shake his fist in everyone's face.

John led a sheltered life until he was nine; then Grandfather took him to the Ohio School for the Deaf at Columbus, Ohio. The family had seldom heard John's voice, except for his soft grunts, but when he saw his father leaving him, he screamed so loud he could be heard for blocks. It was the most heart-rending sound Frederick Weckel ever heard.

Mother had two sisters. They all came down with scarlet fever; in those days a vicious, uncontrolled disease. Everyone



Lena E. Weckel at the time of her wedding in 1890.

recovered, except that baby Lena acted strangely. In a child's rocker in their Cincinnati home, she clutched her rag doll and sang, over and over, the little German lullaby her mother had taught her. Her sisters looked on in desperation as she broke her crooning and pleaded, over and over, "Mama, sing zu mir." Grandmother Westmeyer sang and sang, and again came the cry: "Boese Mama! Wilst nicht zu mir singen!" (Bad Mama! won't sing to me!) Grandmother would pick her up and hold her close. How to convey to the child that she could still prattle away in her own tongue, but her hearing had been taken away?

Lena's family was poor, and she started work in a Cincinnati stocking factory at an early age. She had to quit school in the fifth grade because there was no money to pay her fare to the Ohio School at Columbus. But at 16, she found a good job at \$2.50 a week in Newport, Ky., across the river, and her deaf chum had kind parents who provided board and room for \$2.00 a week.

John, though very shy, had found a lifetime pal at the school, John Schild, an orphan. So the Weckel family made him welcome, and the two were inseparable through life. They had learned the shoemaking trade at school, but "The Panic" of 1893 made jobs scarce, especially for deaf boys. Dad's first job was for \$4.00 a week, but it lasted only a few weeks. The factory closed, and the boys kept moving to others with the same sort of luck. Finally, a turn of the road brought John to a job at \$7.00 a week, in the Dueber-Hampden watch factory at Newport, polishing watch cases. And Lena was working there!

One day the two Johns visited the Cincinnati Zoo. By the monkey cage were



"Mama-sing au mir"

two young girls, also deaf. They'd known each other only slightly at school, but now their hands "chattered." What better conversation piece than the antics of monkeys. John offered to carry Lena's parasol. That did it! Quick, vivacious Lena, with her black hair, blue eyes and delicate features, was quite the opposite of big, clumsy, sensitive John. They fell in love. But Lena had been promised by her parents to a man more than twice her age. She was wearing his ring. Quite soon after meeting John, she found the courage to return the ring. Years after, she told me: "Oh, I was so relieved. I was afraid of that old man."

John had been carefully coached by his family: Life for him would be difficult at best. Be sensible; don't marry. John was impetuous—and daring. They were in love; why shouldn't they have their fun? But Lena put her foot down. No Sir! You marry me first.

John and Lena kept steady company and Lena was so beautiful that John had to be especially protective. One night, they went to a party. Beer flowed freely; Lena and her chum wandered over to the bar and got in a conversation with a couple of handsome young fellows, but John was watching. (One thing about language of signs—it's hard to get "out of earshot"). He saw one of the boys slip something into the drink which he handed to Lena. She drank and became frightened—her stomach "felt funny"—and John was mightily tickled when she fled to him for protection.

When a branch factory was opened in Canton, Ohio, and both were offered transfers there, they decided to go. A few months after arriving in Canton, they were married. John's family was quite disappointed, and a bit indignant, when he brought his young bride home to show her off. They had to admit that she certainly was pretty, but they made it plain he was on his own. He'd made his bed . . .

* * *

It is hard for me now to think of my parents as anything but Spartans. I never knew either of them to spend a day in bed, though they must have wanted to often. I shiver in dread at a dentist's appointment, then remember coming home from school with Wilbur, to find Mother quietly cooking dinner, her face drawn with pain. When we ignored her and went about our childish pursuits, she squeaked to us in her way of attracting attention so we'd "listen."

"Guess what?" she said. "I had all my teeth pulled this morning." That was in the days before novocaine.

Yet to call them courageous would have surprised them. To be sure, they were "handicapped." When you come to an obstacle in the road, you can either sprawl over it or use it to step up a little higher. In their case, I think they got a good over-all view. Each one, somehow, worked out an individual formula for life; a resolute discipline of mind and spirit that



Janice Krenmayr

About the Author

Janice Krenmayr began walking, she says, on an adventurous trip she and her husband Joe made down the Pan-American Highway through Central and South America. While she says she went along for a ride in their converted Army carryall, a homemade forerunner of modern "campers," Janice maintains they walked as much as they rode—and often barefoot. Throughout their travels, Janice was attracted by deaf people they chanced to meet. She promised us a series of vignettes revolving around these incidents, one of which appeared in the March 1966 issue of the DA.

The Krenmayrs have since settled in Seattle, where Janice works as a feature writer for the Seattle Times. They share a log house with a dog, two cats and many wild birds. She helps Joe get out a monthly bulletin, "Howdy's Happenings," to promote better outdoor manners. (Don't ever let her catch you tossing a beer can out the car window while driving along a forest road!), does free-lance writing, dreams about a full-length book and always has time for her deaf friends.

chucked out all negative thoughts. They simply took life as it came, without complaint, doing the best they could; rearing a normal family, except for the method of communication.

Their religion was, like their philosophy, an individual, personal thing, devout for each. The Episcopal Church was among the first to arrange services for the deaf; Mother and Dad were married by the minister there and Mother continued attending because it was the only ministry for the deaf in town. It was also one of the few opportunities she had for social contacts with others of her own kind. One of my fondest memories is that of the church socials, or parties they held in the church basement. There were games and laughter in every corner. Often they would dance; and though I was only one of many children, the men

would include me in their fun. Though there wasn't a sound of music, they were beautiful dancers, with easy rhythm and perfect step.

Most impressive, though, was to attend church with Mother. To watch the congregation "sing" in unison, their graceful hands acting out the lovely old hymns, was more reverently peaceful than when I went to my own oral services. There is no more beautiful rendition of the 23rd Psalm in the world than in the language of signs. Strange, too, in the service, where noise would not have mattered, you could hear a pin drop. At my own church, there was a constant undercurrent of noise—rattling papers, coughing, shuffling and clearing of throats!

Dad worked out his religion in his own way. He wasn't much interested in going to church with Mother. Handsome in youth, with strong features, compelling brown eyes and a rakish mustache, he must have cut quite a figure with the deaf ladies. He loved life and people; he smoked, drank and made merry. Once, Mother confided, she had to look for him, and lead him home, drunk.

But there was a definite line between that life and the one I knew. Before I came along, a deaf friend persuaded Dad to read about Christian Science. So all I know of my father is that he never smoked or drank, and he studied the Bible and his Christian Science text every night without a miss until he died. My memory of him is like a detailed painting: seated at the old kitchen table under a bare hanging bulb, with the well-thumbed Book on the worn oilcloth table covering; his characteristic pose of thumb under chin, first finger straight up on his cheek. Occasionally he would frown, and spell out a puzzling new word on his fingers, over and over. Promptly at nine o'clock, he closed the Book, stood up, yawned, took out his pocket watch and wound it, glanced at the old grandfather clock on the wall above him to check any disparity, took the key from the shelf underneath and wound it, then turned off the light and shuffled upstairs to bed.

Mother scrimped and saved so many years with the anxiety of rearing us, it got to be a habit. She was good at mending, and picked up a quarter a week darning the neighbor's stockings. Once some deaf friends sent them five bushels of apples and 10 bushels of potatoes. That helped. Every night before the children went to bed they had their "treat"—an apple. Mother always made a big barrel of sauerkraut, from cabbage grown in their garden, which they ate twice a week. She kept a few chickens for eggs, and picked and canned quantities of berries. In those days, vitamins were an unknown entity. The general custom of the cooks of that day was to peel potatoes thickly ("the starch is near the skin") and soak them in water to cover ("to draw the starch out.") That water was thrown out, as was the cooking water. Mother reasoned that something good was thrown away. She habitually saved it, and other vegetable drainings.



John and Lena Weckel at the time of their golden wedding anniversary in 1940. John was 75 at the time and Lena 70.

We grew fond of the tasty "potato soup" she made from it. We always claimed later that it was the reason for our good teeth.

Mother never threw anything away. Even bits of threads, pulled from a remodeled dress, would be carefully wrapped around spools to be used again. She was kidded by us in later years for being a "skinflint." But Dad always rushed to her defense with his favorite story.

They were living in a tiny house when the opportunity of a lifetime came. A chance to buy a larger new house for the same price—way out in the suburbs (two miles from city center!) All they had to buy was the lot, for \$700. A down payment of \$50 cash and \$7.00 weekly payment, and it was theirs. But when the agent came to talk it over, Dad sadly told him he didn't have the \$50 down payment.

"Mother was foxy," he told us. "She beckoned mysteriously; I followed her upstairs and she dug out \$50 from a hiding place. I asked her how she could save that much money. She told me I always accused her of being wasteful, so she thought she'd show me! I kissed her, went downstairs and waved the \$50 triumphantly in the agent's face."

As we children grew we quite naturally expected to work as soon as we were able. There was no self-pity—we knew we were different than other families, but it was nothing that bred discontent. Rather, we were impatient to grow up—to be old enough to work.

Edwin, the oldest, worked at a golf course as soon as he could tote a bag. He was industrious and brought home his tips to Mother. He dug sassafras roots for tea, brought them home to shave and wrap into bundles, then peddled them from door to door. On school vacations, he'd get jobs on small farms, cutting asparagus or picking strawberries.

Clara, the next, in addition to mothering all the rest who came along, dug dandelions, washed a neighbor's dishes for 25c a week, and at 12 was standing long hours

over a hot iron. The starched shirts and petticoats of the day left her board without a wrinkle. At one house, she had strict instructions from Mother: "Don't go near Charley." Somehow, Mother had learned that Charley, the son, had "that terrible disease," and was terrified that Clara would get "mixed up" with him. In the modest code of the day she could not tell her why. Clara was increasingly curious. One day she sneaked upstairs behind the mother and got a glimpse of Charley. She was disappointed. What was different about him? Nothing she could see.

Roy, was the lovable one—a diplomat who made friends with everyone. He was also a budding electrical wizard. Though he caddied along with Ed on the golf course, he spent much time on the fascinating study of electricity. When the family moved into their new house, he did all the wiring, at 16.

When the big flood came to Dayton, he hurried there and found work easily, cleaning meters. There was no doubt that career he was to follow. He could hardly wait to go to college.

Once, when an aunt escorted Ed and Roy home after a visit with grandparents, she had to put them in a hotel room at an overnight stop. Roy slipped out of bed. She heard him and ordered him back to bed. Again it happened and again she roundly scolded him. The last time, he managed to get on his knees. He'd been trying to say his goodnight prayers! For the rest of her life, our aunt would finish the story with tears in her eyes: "What a wonderful thing it is, John and Lena can't talk, but they **can** teach their children to pray!"

Mother was getting used to having babies by the time Percy came along . . . but not quite. The 12-pound baby was quite a shock to the slight 110-lb. frame, and she lay in a stupor after the ordeal was over. Then she distinctly saw the form of an angel, hovering over the baby. Always afterwards, telling of it, she would shake her head and say: "I al-

ways knew I wouldn't keep him. He belonged to the angels."

When Ed and Clara came home from school they looked forward to a little game. Mother would hide—usually in a closet—then jump out and "boo" at them. For months Clara had begged for a new pair of brown shoes. One evening she stayed behind to play with others in the school yard while Ed went home alone. He looked in all the closets—no Mother. The ironing board was still up—she'd been at it all day; maybe she went for a walk with the baby. He went out on the road and heard her moaning. Percy lay nearby. A pair of runaway horses, hitched to a heavy wagon, had bolted from a house under construction on a nearby hill. On the downhill run they sped, faster and faster. At the edge of the road where Mother lay were some dainty Spring Beauties—the first wild flowers she'd seen. If she had obeyed an urge to pick them, she might have been out of the way of the nearest horse, which reared up behind her and planted his hoofs on her back. Percy flew out of her arms and on the road, striking his head on a large stone. He died instantly.

Someone sent for Clara at the schoolyard, telling her to come home immediately. It was very important. Clara went, dancing and singing all the way: "It's my new brown shoes! I'm going to get my new brown shoes!"

At home, she found Dad kneeling before Percy's body, praying hard. He wouldn't believe the baby was dead.

Mother was taken to the hospital. Gravely injured, they did not expect her to live—nor the baby she carried. She was several months pregnant.

For three days Mother hovered, with little hope predicted. Then her mind cleared. The faces around her were solemn. She hated the gloomy atmosphere. Everyone tried to prepare her for the certainty that the baby would be born dead. She knew they thought she, herself, had little chance. She made up her mind. She wouldn't let these old pessimists tell her anything. She set up a clamor which, even for a mute, is possible. She wanted to go home, **home!**

They didn't give her much hope anyway. So they let her go. At home, Mother lay quietly, gathering strength. Then she tried a few steps. When she could reach her rocking chair she stayed in it for gradually lengthening periods. The thing was, she told us, quite simply, to add a little more each day. Even an inch was a gain. Her aim was to get to the rocking chair outside, in the sun and fresh air. She made it. The last months of her pregnancy were spent resting in the sun, where she gathered the final strength she needed. The baby was a healthy one.

Two more babies had come along—20 years after the first, and Clara was teaching school when tragedy struck again. Roy, at 17, had an appendectomy. He recovered, but he was too active. His

energy was unlimited. He forgot himself; did cartwheels on the lawn, and disported himself as any youth would do. Came a rupture, and peritonitis. It was so unbelievable the family was still in a daze when the flowers began arriving. They filled the parlor to overflowing; spilled out over the porch, the lawn and even down the street. Mother and Dad were dumbfounded. They were mutes; set apart from others. Yet this strange, quiet boy of theirs, with the soft brown eyes, so pensive at times, so effusive at others; how had he captured the hearts of all he met? It never occurred to them it might be he was very like them.

Wilbur and I, the babies, were really coddled after Roy's death. The elders looked after us, in a material way, but we were left to enjoy the mellow years with the "old folks," for Dad was 49 and Mother 44 when I was born. Clara and Ed were married, and Kenneth was so busy putting himself through school with his milk route (he had discovered the dairy world at an early age by hopping on the milkman's wagon early every morning) we hardly knew he was around. Things were easier then. The house was paid for, and there was enough food and clothing.

When I was six, Mother began my education in the language of signs. Until then we used general signs: a house was an imaginary roof; a cat was a sign of whiskers; for a tree you stuck your hand straight up from the elbow and waved your hand a little, just as a hula dancer does. Out came drawings now, showing the one-hand alphabet. Fortunately, this was easy for me. Clara, the teacher, had brought home class books and taught me to read at four. So I had my first word—rabbit—down to perfection the first day.

Soon, I accepted it as standard practice to interpret for Mother when she did her shopping. My still-baby fingers making "sign-talk" were fun to watch, I suppose, but I was oblivious of it until the day when one spectator, a big, burly man, started to tease. I was so cute, he declared, he was going to take me right home. I was petrified, and lost my dignity as official interpreter right there. I clung to Mother and cried and tried to pull her from the store.

There were only a few times, during childhood, that we might admit it was hard for us not to have a hearing parent. The time Wilbur and I were sledging in deep snow on a slight incline back of the house, for one. I was four, and the cold soon got me. I'd lost my mittens and tried to get back into the warm house. But my stiff fingers wouldn't turn the doorknob, and Wilbur was having too much fun to pay attention to his baby sister. Our neighbor, Mrs. Machan, who had a heart as ample as her body, happened to see me from her kitchen window, sobbing and crying to be let into the house. She rushed over and let me in. Mother, surprised and abject, took it out on Wilbur.

As for their own feelings about being deaf, they must, at times, have been

acute. Dad's longing for a taste of the world of sounds was sometimes pathetic. You sensed that he felt cheated, and I think his concentrated study of the Bible was a determined effort to throw off this bitterness. Not once did any of us know him to express the wish to hear; but it was there. When our friends came to call, and we chatted animatedly, Dad would sit in the parlor with us, his long face set in purposeful resignation, gazing through the window or into a corner. Occasionally he would turn his eyes toward us, hungry for participation in our laughter and conversation. My heart ached for him then, and I would try to include him by interpreting, which didn't help, for soon I'd get behind or drop it when the visitor showed impatience. This made him feel all the more that he was missing something. Could we not say far more with our mouths than with our hands?

When Kenneth was 14, the whole matter of Dad's not hearing suddenly impressed him. He worried about it, and wondered if there wasn't something he could do. But **could** he hear? Maybe he ought to test first. He came up behind Dad without being noticed; put his mouth next to Dad's ear and let go with as loud a yell as he could muster. Dad shot out of his chair and across the room. Kenneth got a severe lecture.

Perhaps that is why, when the first crystal radio sets came out, Kenneth saved his milk route earnings and proudly brought one home. As a trial, he put the earphones on Dad, who was delighted. He could hear something! Mother was "stone-deaf"—the earphones brought no reaction. Dad listened to the radio for hours at first, trying to distinguish between music and voices. We'd alternate with the earphones, first letting him guess but progress was slow. He missed too often, got discouraged and quit.

Mother somehow worked out an easier philosophy. She was like a gay, light-hearted, little girl until the end of her days—at least on the surface. I remember most now her lilting, infectious laugh, cascading in unheard (to her) ripples. But there were some rare times when Wilbur and I caught her in her favorite rocking chair, weeping silently, heart-brokenly. She bounced up immediately, changed her expression and talked quickly of something else.

Years later, I caught a glimpse of the philosophy that carried her through her tough years. When jolly, laughing Ed, their first, their advisor in all matters died, it was the first close one for me. Mother found me, huddled in a chair and weeping one night. With a world of patience and understanding in her face, she said:

"Don't think of it now. Put it out of your mind until tomorrow. That's what I always do when it seems hardest."

Somehow, too, it was easier to talk to Mother about being deaf. Even mention casually, for instance, as we practiced on the piano, what a shame she couldn't hear music—it was so pretty. We'd never

risk saying such a thing to Dad. It would have brought that set, hurt look to his face. But Mother would laugh and say in signs:

"Ha! I'm **glad** I can't. I'm lucky. Look how nervous people get at all the noises—how they jump when someone blows a horn; what a horrible noise a train must make—it shakes the ground!" You could see she was thinking of our adventuresome trip when Edwin took us east in a Model T Ford. The high spot, for Mother, was at the Washington zoo. We'd stopped for a minute by the lions' cage, watching antics of monkeys across the aisle. Suddenly, almost at her ear, a lion roared. It was the only time in her life we ever saw her startled by a noise. She jumped and ran outside, and was still shaking hours after. That roar had made the whole place shake, she said. Didn't you **feel** it?

Mother and Dad were always conscious of the fact that they were "different"—and they tried heroically to avoid doing anything that would spoil our chance for a normal life. When we rode the bus to town or were in any public spot, they'd resist anything but necessary conversation. Even when we ignored this attitude and started "gabbing," Mother would "hush" us up, covering our hands so that others would not think we were both deaf-mutes. As a child, this irritated me. I was proud of them, and I wanted to show them off. But as I grew older I began to understand they were trying to spare us.

A handicap such as blindness or deafness somehow sets a person apart. Others cease to think of that person as a human being, perfectly normal in thoughts and actions, except for one sense which is lacking. Children especially. One day, for no apparent reason, when I was about 10, the neighbor children in the block ganged up and threw stones in our yard.

"Yah! Yah! Your mother's a dummy!" yelled one, standing in the middle of the street with thumbs stuck in his ears and fingers waving back and forth.

Mother was sitting on the porch swing. I was horrified. If she caught on—what they were saying! How it would hurt!

Mother got it. She knew exactly what it was all about. She smiled quietly at me, in the yard. She was probably worried in turn about how I would take it.

"Don't pay any attention to them," she signed, reassuringly. "They don't understand."

I'll never forget the swelling of pride and relief that came over me as Mother calmly continued to swing, ignoring the crude gestures, and I went back to my play.

It was fortunate that we children were fond of school. Mother, regretting her scant education, seemed driven by an obsession that we get a good education, and seemed happy only when we spread our books on the card table in the evening.

One night, though, jolly Mrs. Machan,

the neighbor, invited me to sit in on a card game. It opened a new life for me. People and laughter—more and different games. I began drifting over to the Machans' often. The happy, noisy family always made me welcome.

Mother began fussing. I was neglecting my homework. No, I stoutly defended. I was simply doing it earlier, so I could have fun later. In a week or two Mother issued one of the only two edicts I was ever to receive. No more cards. No more visits. The books come first.

The other edict was on our weekly treat—movies. At that time, silent serials were popular. Pearl White was getting herself into one scrape after another. Mother suddenly became aware of the avidness with which I looked forward to the next installment. She decided, like the cards, it was not good. The last installment had left Pearl White in a cage with a gorilla. The fearsome creature leered at Pearl and grabbed her gun. Suddenly (closeup; brilliant thought) Pearl points to her head, hoping. The gorilla does likewise. Pearl crooks her trigger finger. CUT! The children in the audience screamed. The wait until next week's show was unbearable. Did the gorilla kill himself? Or did he maul Pearl?

The night I was to find out was when Mother put her foot down. I was getting too wrapped up in movies. I nearly had a nervous breakdown, and carried on something fierce—which only strengthened her conviction. I never did find out how Pearl came out. But now I'm ready to concede that she probably kept going.

As the baby, though, I was coddled—the only one who was given an allowance. I remember the night when Dad called me to the blackboard, kept for callers to write notes. He'd been doing some arithmetic, but it was erased.

"What would you do with the money," he wrote, "if I gave you an allowance every week?"

I'd been desperately wanting a bicycle, but I caught myself in time. "Put it in the bank," I said, promptly.

Dad grinned. I'd passed the test. "How about 25c a week?"

That was a bonanza. I hadn't imagined more than a dime. I scribbled 25c times 4 on the board, then the result times 12, because I couldn't remember how many weeks there were in the year. Dad patted me on the back. True to my word, I opened a school savings account and deposited the sum faithfully.

What Dad didn't know was that I had inherited his restless nature. I wanted to travel—to see the world. That money was the start of a big dream. California for me! During school, the 75c I made each night working late in an ice cream parlor helped through high school, with a few odd dollars hoarded for the big dream. Office work, after that, added to the fund. At 21, I felt ready.

Mother had been told of the dream, but had taken it with a laugh and a "grain of salt." She was a bit floored when I

brought my packed suitcases downstairs and carried them out to the porch. It was the first Dad knew anything was in the wind. He looked surprised, pleased, then a bit sad.

"Well, be sure and come back," he said, as he kissed me goodbye.

I fell in love with the West; planned to marry and settle down there. But I was troubled. Was I doing right? I felt I could never live happily at home again, but I had to try once more, to make sure.

After two weeks I was back at the station, ready to board the train for the West again. The torture of decision was heavy on me. Dad saw the tears welling, as I climbed into my seat. Through the window they looked so much older; so frail.

Dad clasped his hands and shook them in the air. "Hey, now," he signed. "What are you crying for? Look ahead—don't look back! It's a wonderful world you're heading for!" I managed a smile and nod as the train moved them slowly out of my sight.

Soon after, Mother began losing her memory. She had the sense to know something was wrong, though. One day, in town, she couldn't remember how to get home. But she kept her wits, and hunted for a policeman. She wrote him a note. He got her identified and home again. She never again left the house. It had become her haven; she was familiar with all its turns and steps, though she constantly mislaid every article she touched. Dad was kept busy, hunting for things. The relatives dropped in periodically, and a neighbor looked in on them daily. But it made Dad angry. Such a bother! We're perfectly capable of taking care of ourselves, he protested at every visit.

One day, setting out on his daily two-mile walk to town, he collapsed in the yard. Clara was summoned by the neighbor. His last signs before losing consciousness were: "Take care of Mother. She forgets." He died in a coma, while I was far away in Panama, traveling as he had always longed to do.

When Clara wrote me the news she said it for all of us:

"Now he is where he can hear the angels sing. How he wanted that all his life."

Soon after, Mother fell from a chair and broke her leg. Lost in the world of her childhood, she endured the pain as she had all her life, then left us.

In Seattle, I got the news, and knew that Lena had joined her faithful silent partner for all time.

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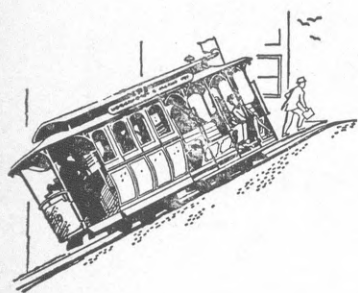
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The Abbe de l'Epee

By LUZERNE RAY

(Editor's note: The following account first appeared in the **American Annals of the Deaf**, January 1848. It is the first of a series of historical sketches having to do with the education of the deaf and their welfare in general.)

Charles-Michel de l'Epee was born at Versailles, France, on the 24th of November, 1712. His father, an architect in the service of the king, was equally distinguished for talent and piety, and it was his constant study to impress upon his children from their earliest years moderation of desire, the fear of God and the love of man. This parental instruction was not lost upon the young Charles-Michel. The habit of virtue was developed in him to such a remarkable degree, that, if we may trust his eulogist, the very thought of evil became foreign to his nature. Indeed, so pleasant and easy did goodness seem to him, that in after life he was often troubled because he could remember so few struggles with sinful inclinations; and he was sometimes even led so far as to doubt the reality of a virtue that had cost him so little. When the time came at which the choice of a profession for life was to be made, all his thoughts and desires turned toward the ministry of the Gospel; and, after some opposition on the part of his parents, it was finally decided that he should enter upon a course of study in theology. But he was not to be allowed to occupy without obstruction the field of labor for which his heart panted. When he applied to the proper ecclesiastical authorities for admission into the lowest order of the priesthood, he was required to sign a certain formula of doctrine against which both his intellect and his conscience protested; and his refusal to do this seemed to shut the door of the priesthood forever against him. (See Note.) Reluctantly, sadly, he was compelled to turn away from the ministry of the altar, to find elsewhere a theatre for the active benevolence of his heart. After some hesitation, he at last determined to devote himself to the law, and, passing rapidly through the usual



Abbe Charles-Michel de l'Epee (1712-1789)

course of study, he was admitted to the bar, and entered at once upon the duties of his new profession. But he very soon found himself in an atmosphere wholly uncongenial to his nature. His gentle and upright spirit was shocked and disgusted by the chicanery and tergiversation too often seen in the neighborhood of the courts of law, and he turned again with longing looks toward the altar from which he had once been driven. The great wish of his heart was soon to be gratified.

His piety and zeal had attracted the attention of a worthy prelate, a nephew of the famous Bossuet, and from him he received the offer of a small canonry in the diocese over which he presided. By the same excellent man he was admitted to the priesthood, and he now entered upon the discharge of its duties with an ardor all the more intense from having so long burned without an object. But his happiness was destined to be short. M. de Bossuet died, and deprived thus of his protector, his enemies succeeded in procuring against him an interdict, by which he was forbidden to exercise any more the functions of a priest. It was not long after this, when the ruling passion of his heart (the desire, namely, of doing good to his fellowmen) seemed to meet with obstacles wherever it sought for development, that his first step was taken in that path of usefulness, along which he was thenceforth to walk until death released him from his labors.

He happened one day to enter a house where he found two young females engaged in needlework which seemed to occupy their whole attention. He addressed them, but received no answer. Somewhat surprised at this, he repeated his question; but still there was no re-

ply; they did not even lift their eyes from the work before them. In the midst of the Abbe's wonder at this apparent rudeness, their mother entered the room and the mystery was at once explained. With tears she informed him that her daughters were deaf and dumb; that they had received, by means of pictures, a little instruction from a benevolent priest in the neighborhood, but that this good friend was now dead, and her poor children were left without anyone to aid their intellectual progress. "Believing," said the Abbe, "that these two unfortunates would live and die in ignorance of religion, if I made no effort to instruct them, my heart was filled with compassion, and I promised that if they were committed to my charge I would do all for them that I was able." Behold De l'Epee was now entering into the great work of his life!

The foundation stone, if we may so speak, of the system of instruction which he was about to build had been laid in his mind several years before, and nothing remained for him to do but to go on and raise the superstructure as rapidly as possible. At the age of sixteen he had received from his tutor this principle, which he now recalled and made the basis of his procedure; namely, that there is no more natural and necessary connection between abstract ideas and the articulate sounds which strike the ear, than there is between the same ideas and the written characters that address themselves to the eye. Familiar as this truth seems to us at the present day, it was almost universally regarded at that period as a philosophical heresy; the strange doctrine being held by the learned that speech was indispensable to thought. Confident, however, of the soundness of his principle, and fully believing that written language might be made the instrument of thought to the deaf and dumb, the Abbe now turned to the practical questions; How shall they be taught this language? How shall they be made to understand the significance of written and printed words? What shall be the interpreter of these words to the mind of the ignorant deaf-mute? De l'Epee was not long in reaching the conclusion that their own natural language of signs was the only fit instrument for such a service to the deaf and dumb, and he immediately applied himself to the task of becoming familiar with the signs already in use among them, and of correcting, enlarging and methodizing this language, till it should become as perfect an organ of communication as the nature of the case would allow. Great success attended his efforts in this direction. The interest of the public was excited by the novelty of his method and he soon found himself at the head of

Note: The reason for this seems to be he had adopted the views of Cornelius Jansenius, Bishop of Ypres, in the Netherlands. "The Jansenist composed quite a numerous party of the Roman Catholic Church at that time. They taught and exemplified the inner divine life of love and faith as constituting the reality of religion and devoted themselves to education and the composition of books of instruction in all departments of learning. They produced practical and devotional works of the most admirable character, and they sought to persuade the world that God had sanctioned their cause and doctrines by miracles in their behalf. A severe and systematic persecution of them, instigated by the Jesuits, then in the ascendancy in France, ending in the complete destruction of their headquarters at Port Royal (1679), broke up the order. A number of them took refuge in Holland and established an independent church, in separation from the Roman obedience, which still exists with the seat of the Episcopate at Utrecht."—(History of All Religions)

a little company of deaf-mutes; leading them with a skillful and tender hand out of their natural darkness into the great light of intellectual and moral truth. To De l'Epee unquestionably belongs the merit of originality in all this procedure. He was wholly unaware that substantially the same method as his own had already been suggested by Cardan, the Italian, Wallis the Englishman, and Dalgarno, the Scotchman.

The school of De l'Epee was conducted entirely at his own expense, and, as his fortune was not large, he was compelled to practice the most careful economy. Still, he was unwilling to receive pecuniary aid, or to admit to his instruction the deaf and dumb children of wealthy parents. "It is not to the rich," he said, "that I have devoted myself; it is to the poor only. Had it not been for these I should never have attempted the education of the deaf and dumb." The fear of being charged with mercenary motives doubtless led him to refuse the aid of the wealthy, for the bare suspicion of being actuated by such motives was exceedingly painful to his sensitive mind. One or two anecdotes, introduced at this point, will serve to show how little liable he was to be dazzled by opportunities for personal aggrandizement.

In 1780 the ambassador of the Empress of Russia paid him a visit, to congratulate him upon the success which had followed his exertions, and to offer him valuable presents in the name of that sovereign. "Mr. Ambassador," said the Abbe, "I never receive money, but have the goodness to say to her Majesty that if my labors have seemed to her worthy of any consideration I ask as an especial favor that she will send to me from her dominions some ignorant deaf and dumb child, that I may instruct him."

When Joseph, Emperor of Austria, was in Paris, he sought out De l'Epee, and expressing his astonishment that a man so useful as he should be straitened in his operations by the lack of pecuniary means, he offered to bestow upon him the revenues of one of his estates in Austria. To this generous offer the Abbe replied: "I am now an old man. If your Majesty desires to confer any gift upon the deaf and dumb, it is not my head, already bent toward the grave, that should receive it, but the good work itself. It is worthy of a great prince to preserve whatever is useful to mankind." The Emperor easily divined his wishes, and on his return to Austria dispatched one of his ecclesiastics to Paris, who, after a course of lectures from De l'Epee, established at Vienna the first national institution for the deaf and dumb.

During the severe winter of 1788 the Abbe, already beginning to feel the infirmities of age, denied himself the comfort of a fire in his apartment, and refused to purchase fuel for this purpose, that he might not exceed the moderate sum which he had fixed upon as the extreme limit of the annual expenditure of

his establishment. All the remonstrances of his friends, who were anxious lest this deprivation might injuriously affect his health, were unavailing. His pupils cast themselves at his feet, and with weeping eyes and beseeching hands earnestly urged him to grant himself this indulgence, if not for his own sake, at least for theirs. He finally yielded to their tears and importunities, but not without great reluctance, and for a long time afterward he did not cease to reproach himself for his compliance with their wishes. As he looked around upon his little family, he would often mournfully repeat: "My poor children, I have wronged you of a hundred crowns." Such facts as these demonstrate his self-denying devotion to the cause which he had espoused.

The humble establishment of De l'Epee was situated on the heights of Montmartre, in the outskirts of Paris. There, in the midst of his children, as he affectionately named them, and with his whole soul absorbed in plans for their improvement and happiness, he seemed to dwell in an atmosphere of joy which his own benevolence had created. The relation which he sustained to his pupils had more of the father in it than of master or teacher, and the love which he never ceased to manifest for them in all his actions drew out in return from their young hearts the warmest expressions of veneration and affection for himself. These feelings were occasionally manifested in the most striking manner. In the midst of one of his familiar discourses with his children, the Abbe happened to let fall one day some remark which implied that his own death might be near at hand. The possibility of such a misfortune had never before occurred to their minds, and a sudden cry of anguish testified to the shock which the bare thought had given to their affectionate hearts. They at once pressed around him, as if to guard his person from the blow of death, and with sobs and cries laid hold of his garments, as if they might thus detain him from his last, long journey. Deeply affected by these tokens of their love for him, and with his own tears mingling with theirs, the Abbe succeeded at last in calming the violence of their grief, and, taking advantage of an opportunity so favorable to serious remark, he proceeded to speak to them of death and the retributions of the world to come. He reminded them of the duty of resignation to the will of God. He taught them that the separation which death makes between friends is not of necessity eternal that he should go before them to a better life, there to await their coming, and that this reunion in the world above would never be broken. Softened and subdued by such reflections, their stormy grief sunk into a quiet sadness, and some of them formed the resolution at that moment of living better lives, that they might thus become more worthy of meeting him hereafter in the home of the blessed.

The limits to which this brief sketch of the Abbe de l'Epee is necessarily confined allow us to add but one more incident from his life, to illustrate how completely he identified himself with the interests of the deaf and dumb. The story given below has a certain air of romance about it, but it is nevertheless nothing more than sober, historic truth. A deaf and dumb boy was found one day wandering in the streets of Paris and immediately taken to De l'Epee, who received him as the gift of heaven and named him Theodore.*

There was something in the appearance of this lad which awakened an unusual interest in the Abbe's mind. His clothes were old and ragged, but his manners were polished, and his personal habits were those of one who had occupied a place in the highest class of society. The thoughts of the good Abbe were busily at work about his protegee. Perhaps in this forsaken child he saw the rightful heir of some great fortune; perhaps the outcast scion of some illustrious family. But whatever his suspicions might be, there was evidently no present method of ascertaining the truth in respect to him. Ignorant of all language, the youth was unable, of course, except in the most imperfect manner, to throw any light upon his early history. Years passed on, however, and the mind of the young Theodore became more and more developed under the instruction of his master, until he could communicate freely with him in relation to the events of his boyish life. All of his recollections tended to confirm the Abbe in his first surmise, and with a generous indignation at the wrongs of his Theodore he determined to spare no effort to restore him to his rightful position. But how was this to be accomplished? The young man was ignorant of the name of his birthplace; he was ignorant even of his own name. He could only say that he had been brought from some distant city; that his rich garments had been taken from him; and that, in the rags of a beggar, he had been left alone in the streets of Paris. In these circumstances of doubt and perplexity, the Abbe adopted a resolution which, to less ardent minds than his own, must have seemed completely quixotic in its benevolence. Age and infirmity prevented him from going in person, as he gladly would have done, on a pilgrimage after the home of his pupil, but he committed him to the charge of his steward and a well-instructed deaf-mute named Didier, with orders to visit every city in France, and not to cease their search until they had gained their object. We cannot follow the three wayfarers in their various wanderings. Enough to say that when all hope of success was nearly gone, they arrived in the environs of the city of Toulouse.

*For the sake of those who are not familiar with the ancient languages, it may be well to explain that the name Theodore is compounded of two Greek words which signify, when taken together, "The Gift of God."

Here, the rapidity of Theodore's signs and the emotions displayed upon his countenance gave proof that he began to recognize the scenes of his childhood. They entered the city, and were passing slowly along the principal streets, when a sudden cry from the deaf and dumb youth, who had stopped in front of a splendid mansion, announced that his home was found. It was the palace of the Count de Solar. Inquiries were immediately but cautiously made in respect to the Solar family, and they were told that the heir to the title and estate, a deaf and dumb boy, had died some years before at Paris. This was enough to satisfy them, and they returned in haste to report their success. In due time the case was brought before the proper tribunal by the Abbe de l'Epee and the Duke de Penthievre, in behalf of the rightful heir, and a judgment was rendered restoring to Theodore the title and the property. But the affair was destined to afford a new illustration of the "law's delay." An appeal was made by the other party to the Parliament of Paris; the judgment was suspended and the case remained for several years undecided, until, upon the death of the Abbe and the Duke, the influence of the party in possession prevailed, and the deaf and dumb claimant was pronounced an impostor. The hopes of Theodore, thus blasted, life became a burden to him. Anxious only to close it with honor, he joined a regiment of cuirassiers in active service, and in his first battle, charging the enemy with reckless valor, he fell dead upon the field.

The Abbe de l'Epee died on the twenty-third of December, 1789, at the advanced age of seventy-seven years. His funeral was attended by a deputation from the National Assembly, the Mayor of Paris, and all the representatives of the Commune. Two years after his death, the school which he had established and which was so dear to his heart was adopted by the national government. It continues to this day (1848), known and honored throughout the civilized world as the Royal Institution for the Deaf and Dumb at Paris.



Film Fare

If the disappearance of the "Film Fare" column from recent issues of THE DEAF AMERICAN is taken to mean that the Captioned Films program has evaporated into thin air, take another look. What has happened is this—passage of the new film law in October that further widened the scope of the program also brought an added \$1.5 million dollars. Being multi-millionaires with a deadline for spending their funds, the crowd in Washington had little time for talking to the public. If some of them are talking to themselves it may be explained that all of this new prosperity brought no added positions. That is, the same crew had to do the added work of a program that doubled in size. That they are working more can hardly be doubted. Whether they are enjoying it less is an unanswered question. That they've been a poor news source is a certainty.

Television for the deaf. Here and there both commercial and educational TV stations have provided programs for the deaf. Bernard Bragg of California has been widely seen as the Silent Man and other areas have had newscasts and other occasional bits.

In Minnesota, station KTCA, an educational station broadcasting on a regular channel is now producing a series of 104 half-hour programs for the deaf. Broadcasting started on Feb. 28, 1966, and will continue through the spring and summer. The programs will be both educational and recreational. No specific mode of communication will be used exclusively. The idea is make television communicate to the adult deaf audience.

If these programs are well accepted

Captioned Films for the Deaf plans to make them available to other parts of the nation on tape or film for rebroadcast. Additional films will be forthcoming.

A 27-minute film, SILENT WORLD, MUFFLED WORLD, has just been released by Deafness Research Foundation, Inc. It tells the story of deafness from early times and gives a broad pictorial coverage of the life of the deaf in the United States.

Intended to promote contribution of ear bones to the Temporal Banks Program, the film is being made available for television. A captioned version for motion picture viewing will be available from captioned film depositories by late spring.

Interest in fingerspelling of the American manual alphabet is increasing. To help those who wish to spell and read spelling on the fingers 60 new training films are being produced in California. These will be loop films in cartridge for use with the small Technicolor projector. Barbara Babbini has done most of the work on those completed thus far. When completed the films will be released through the usual films for the deaf centers together with projectors for showing them.

Speaking of projectors, what about 16mm machines for adult deaf groups? No doubt many groups could use a projector provided by the Government on loan. This is authorized under the new Act, Public Law 89-258. Trouble is that these projectors are expensive and there is no way yet established to determine just who should have them or how they would be handled. Another question is whether or not it is wise to invest a large sum of money in 16mm projectors. The possibilities of a strong shift to 8mm film is being talked a great deal. If 8mm film does replace 16mm it would be too bad to be loaded with a huge supply of big out-of-date machines. Safest policy seems to be to wait a little and see what happens in the war between the 8's and the 16's.

Congratulations to Ed Carney who manages distribution of films for the deaf. His son, Jim, has just won a four-year scholarship to the University of Maryland. The Carneys, Ed and Jo, were doubly delighted that the award will provide full allowance for board, room and tuition for the whole four-year jaunt. Jim graduates from high school in June.

Although "captive" audiences of school children provide the largest numbers of viewers of recreational films for the deaf, the adult audience is largest in number of showings. More than 1200 groups are now registered for free film service. By far the larger part of these are made up of adults.

The DEAF AMERICAN'S TV Popularity Poll for 1966

Please write in your favorites on television.

Actor Actress

Program 1) 2)

Whose lips are easiest for you to read?

Actor Actress

Copy this on a postal card or clip and mail to:
TV Poll, 29 Cedar Ave., Farmingdale, N. Y. 11735

Your Name Address

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Do you watch the news programs? Yes..... No..... Some.....

After its long run over several years, we feel that the Oral versus Signing controversy should be dropped, especially since the Department of Education and Science are now holding their special Committee meetings on the subject. Nevertheless, an independent voice from an overseas country is always one that should be heard, and in this article Mr. I. W. Davey says what he thinks about education of deaf children in New Zealand.

Deaf Education In New Zealand

By I. W. DAVEY

Mr. Davey is editor of the New Zealand League for the Hard of Hearing Journal. Opinions he expresses here are his own. He became deafened in his teens, but continued his education part-time at university, while working as a research assistant, later in freelance journalism, school teaching, commercial photography and finally full-time journalism in which he is now a senior graded sub-editor and deputy to leader writer on a leading New Zealand provincial daily, a recognized agricultural specialist and economics writer. He has never been a pupil at a school for the deaf but has been able to study the methods used in New Zealand and has daily contact with former deaf school pupils.

Oralism remains enthroned and supreme in the two New Zealand State schools for the deaf and hard of hearing, but its results are strongly under fire by a large body of ear specialists and informed laymen.

Some teachers of the deaf here have never seen fingerspelling. Its versatility has been an eye-opener to them.

Former pupils of the school with barely understandable speech after 10 years' residence have been shocked to see my wife using it and some have immediately gone into a song and dance about it being "Bad, bad. Not allowed. Against law to use. Bad, bad."

Yet, after several years at a school for the deaf, few of these young people have any real communication except among themselves with their own private arbitrary sign language.

To me, as a journalist, communication is far more important than speech *per se*. Unfortunately most children in New Zealand who are congenitally deaf lack even a shadow of a fluid, fluent language in either speech or writing.

It seems to me that their whole progress has been held back to their ability in lipreading and speech instead of their being pushed ahead in reading, writing and fingerspelling with speech and lipreading following these.

My own small experiments show that a child can use and understand fingerspelling without knowing the alphabet and for a hearing child, fingerspelling comes sooner than printing and reading.

Kiteflying articles I have published in the Journal of the New Zealand League for the Hard of Hearing have brought a sufficient response to show that dissatisfaction with oralism is widespread.

The truth is that there never yet has been a dispassionate comparison of oralism and the "combined method" such as Pat Abrahams describes in February 1965, *Hearing*. But this is exactly the form of instruction I have, with others, advocated for years.

It is useless for the committee of inquiry on oralism and fingerspelling to ask for facts rather than opinions, for the facts of eked-out oralism have been consistently obscured by an obsession for lipreading and speech.

Useful though these are—essential, in the end—they are only the refinements of communication. The failure of oralism is shown by the waving arms at any meeting of ex-pupils of these schools.

Were oralism the perfect teaching system its advocates claim it to be, these children, after 10 years and more of intensive teaching, would be able to lipread ordinary talk on a known subject and would be able to write grammatically within the framework of their vocabulary.

On the contrary, these are people without a language, with an incredibly limited, literal understanding of even simple words. They think in terms of their own private signs and within the mental confines of the 1,000-word vocabulary which the schools aim at.

Fingerspelling does establish a language as opposed to a vocabulary. It has grammar and it has inflexion. It has led in my own experience, to young people trying successfully to become more literate, so they could read for pleasure instead of understanding only the simplest phrases in a book.

Books, newspapers and the better periodicals must bring new information to the deaf, but the pure oralists, far from encouraging reading as a dominant activity, have only been able to stifle it in most deaf pupils in favor of "comics" which add nothing to verbal ability or education.

Only the best have been successful in becoming fluent speakers and improving their education.

One wonders how much better they would have done had their formative years not been so wasted and their language retarded.

In New Zealand, except in the schools for the deaf, the opinion is growing strongly that language should be taught on a far wider basis than oralism.

New Zealand teaching of the deaf is traditionally oralism. Its teachers have been opposed to any experiment which could let in fingerspelling. It has, from its inception, been content with mediocre results and its residential schools for the deaf have gathered children together, producing the well-known "institutional syndrome" by which their absorption into a hearing world becomes virtually impossible.

These children, deaf and hard of hearing alike, support deaf social clubs where they can forget the hearing world rather than go out and mix with the hearing. Unfortunately, until very recently, deaf clubs existed for no other purpose than what their name implies.

Some teachers of the deaf would like to see fingerspelling tried, even if only to force out the system of signs pupils (and staff) use. But the system of oralism prevents this, for anything but lipreading is officially prohibited.

A long generation ago fingerspelling was known to almost every child; then it was virtually forgotten as a child's social accomplishment done for "fun." Even today strangers of from 60 to 80 years old will recall fingerspelling learned in their childhood and use it in preference to writing.

When my own hearing went, virtually within a few months, and before lipreading was available to adults, fingerspelling was another world of communication which, though not perfect, superseded writing in five languages and the technical jargon of a research science.

My lipreading is still mediocre although it is of some help. As it is now improving a little more, I prefer to have people try speech first and then fall back on fingerspelling as needed.

But I am quite sure that without fingerspelling it would never have been possible to attain the verbal skill needed in daily journalism or the wide background of cultural material which has been passed on by fingerspelling when lipreading would have been impossible and writing impracticable. We cannot all spare the time and money to learn the oral way. For many oralism is virtually impossible for their mental approach does not lie that way. One could as well expect a ditch digger to discuss mathematical philosophy rationally as expect a child with no ability in oralism to understand through "being talked at."

Pat Abrahams and those others who have hammered for so long at the entrenched oralism which so many of us from our own experience know is a bad thing, have friends even in this stronghold of tradition. But how far can our "experts" on education of the deaf, who are not experts at all in a general

sense, but merely experts in oralism, be budged? Theirs is the word which officialdom looks to and which is the answer to Parliamentary Questions on such things.

Those of us who want to see a change are up against established ideas to whom change is a heresy not to be countenanced.

No experiments may be done on children because children are human beings and the Establishment Knows that Oralism is the Only True and Real Way.

We must simply keep hammering. In time these voices may be heeded and I, for one, will be overjoyed to see oralism set against oralism plus fingerspelling in a fair appraisal of each over several years. Many difficulties are obvious, but it should be possible to establish an experimental group to be taught from the beginning by synthetic methods combining the best of each. The evidence already available, quoted in **Hearing**, should be added to and the pressure maintained.



Stalling Along...

By STAHL BUTLER

Michigan Association for Better Hearing

724 Abbott Road, East Lansing, Michigan

One of our trainees bought a car—a 1963 Oldsmobile 98. He made a down payment and a local bank financed the deal, saying the purchaser had an excellent credit rating. No one involved realized that the lack of a driver's permit was a crucial factor. The result is that, months later, the car is still on the lot and the trainee is still making payments, with no prospect of a driver's license. In desperation, Ernie Hairston asked a man at the bank what to do. He went into a huddle with other bankers. The recommendation was to employ a lawyer to untangle everything that has been done in order to get some of the trainee's money refunded.

* * *

In writing about my visit to the Virginia State School, I did not mention meeting Cecil McCleese. Cecil is a graduate of the school, with work at Hampton Institute, and is the instructor in upholstery.

* * *

Hong Kong—The deaf here and elsewhere in Red China are using a new manual alphabet, according to the New China News Bureau. The alphabet, issued by the Interior and Education Ministries and the committee for reforming the

Chinese written language, is based on the Chinese phonetic system which consists of 26 letters and four sets of consonants—ZH, CH, SH, and NG—which are in common use in the Chinese language.—“The Sportlight” in **The Frat**

* * *

Placement people have usually agreed that a deaf linotype operator should have a good command of language; however, Marvin Rood in the Wisconsin Times states that “those most literate read copy with expectation—that is, they read half a sentence and guess at the rest, with resulting serious errors. The less literate are more likely to follow copy carefully. This has its pitfalls for the deaf too. They are inclined to set copy as they see it, including the editor's “mistakes.”

* * *

My bachelor friend, John Kremers, near Grand Rapids, has a new home. He lived in a big two-story farm home and a cyclone leveled the house. You may remember my story about how John had placed his billfold under a mattress and the billfold, containing a lot of money, was found some distance from the house location. Living with his relatives was not easy for John and now he has a new home. I am anxious to see it.

A new doorbell device is reported by the Bridgeport Hearing Society, YWCA, 263 Golden Street, Bridgeport, Conn. The deaf person wears a large finger ring and carries a small pocket battery. When the doorbell button is pushed, a vibration makes the person aware that someone is at the door.

* * *

Some of the wonderful California experience in adult education has rubbed off on Flint, Mich. Tom Mayes reports a total attendance of 138 enrolled in four classes. Earl W. Jones has 57 enrolled in a current affairs class; David Anthony has 34 in an English refresher course; Mrs. Paul Zieske has 47 in two language of signs classes.

In addition there have been five outside speakers, and there are two lipreading classes which our program for the hard of hearing has supported for many years.

Tremendous progress is being made in deaf society. This is a good example. Now deaf people are doing what hearing people have been doing for many years—continuing to go to school after graduation.

* * *

Because of the threat of automation, deaf people who work in factories should investigate opportunities in adult education. Most of the city school systems have adult education departments, sometimes called evening school. Usually the adult education director will organize any kind of a class for almost any purpose if you will guarantee sufficient registra-

5th ANNUAL MIDWEST DEAF BOWLING ASSOCIATION TOURNAMENT

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Host:

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Denver, Colorado 80204

tion and indicate a teacher that is available. Tuition might be five dollars, ten dollars, or more, according to circumstances.

* * *

Our project for unemployed deaf men has been transferred to another agency but will not open at the new location until later. One of our former students from a distant state is still here and while he has been waiting we have tried to keep him employed. He is about to be discharged from his second job since our program closed. His problems include tardiness—blames the bus for being late or for changing schedule. Because the work is inside homes, and nice homes, his lack of a haircut and lack of a bath make problems. It is reported that his clothes look like he has slept in them. Lack of initiative on the job is a problem. One job explanation is not sufficient; when the same situation comes up again, the man waits for another explanation. One morning he did not show up at all. A telephone call around noon got the man out of bed. He came on the job about one or two o'clock with a terrific hangover, which resulted in the man being sick all over the bathroom of the home in which they were working. The employer says that the deaf man costs him money every day, yet he is patient, hoping for some improvement and something better over the long run.



Eh, How's That?

—irg

Route 2, Box 196
Omaha, Neb. 68112

We're downright proud of ourselves. We sold our first subscription to THE DEAF AMERICAN the other day. It goes to show that our charm and glib deaf speech are irresistible. We're thinking about putting in for a medal for bravery, too. It takes real courage to go around selling DA subs—seems quite a few deaf people think they are entitled to it for FREE. But back to our first sub.

We approached this sweet little lady with all the dignity and pomposity we could muster and told her we were selling DA subscriptions.

"What's the DA?" she said, "District attorney?"

"Oh, no," we said, recalling that it never pays to abbreviate, "it's THE DEAF AMERICAN, national magazine for all the deaf. It's edited by . . . why

his name skips me, but I think it's Jones and published by the NAD."

"And what's the NAD?" she asked impatiently.

"The NAD is the National Association of the Deaf," I said excitedly. Then I explained all about it—from top to bottom. I extolled on all its virtues. I even went so far as to tell her that the NAD president, right after being elected, attended the Leadership Training Program in California.

"Why?" she asked, "Did he get cold feet after the election?"

I had to admit I really didn't know as I changed the subject. To impress her on the devotion of the columnists of THE DEAF AMERICAN, I told her I knew of one that got up at 4 a.m. to write his column. I was sure she'd be touched, but she only said sarcastically: "Oh, so he wouldn't be caught writing it in broad daylight, eh?"

Selling DA subs can get a bit discouraging, now, but I was undaunted and kept on trying.

Finally, after several months, this sweet little lady consented to buy a sub. As she opened her little pocketbook and counted out her four dollars, she even promised to read "Eh, How's That?" once in a while.

I was so elated at selling my first subscription that I couldn't help hugging and kissing her as I said, "Thanks, Mom."



"Jesus"

In their flowing beauty, the hands of the deaf create symbolic pictures which are translated into language. Such is the case in the "sign" for Jesus

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The Florida School For The Deaf And The Blind

By JOHN M. WALLACE

The Florida School for the Deaf and the Blind, opened in 1885, is located in St. Augustine, the oldest city in the United States, having been established in September of 1565 by the Spanish. St. Augustine is celebrating its quadricentennial year during 1965-66.

The Florida School is one of 10 dual residential schools in the United States and is the largest. It maintains departments for the deaf and hearing impaired, and for the blind and visually impaired. The school is departmentalized by age, sex and handicap. Since the educational requirements of each group is so entirely different, complete separate educational facilities must be provided. The school is designed for the purpose of giving the highest quality academic training to all hearing and visually impaired children of school age whose parents are residents of Florida. Comprehensive academic, prevocational, vocational and physical education programs are provided.

Twelve years ago, in 1954, I wrote an article about the Florida School for the **Silent Worker**, now **THE DEAF AMERICAN**. It might be interesting to compare some of the statistics of 1954 with those of 1966.

In 1954, the school campus consisted of 26 acres of land and 21 buildings. There were 516 pupils (368 deaf and 148 blind) with a total staff of 194 persons. The school was under the State Board of Control of Florida and had a biennial appropriation of \$1,553,974 with an additional \$440,000 for capital outlay improvements.

Today in 1966, the school campus consists of more than 60 acres of land and 30 buildings with two more to be added this year, making a total of 32 buildings. There are 660 pupils (443 deaf and 217 blind) with a total staff of 269 persons, and 5 additional positions will be added the next fiscal year for a total of 274. The present biennial appropriation is \$3,160,337 with \$1,200,000 for capital outlay improvements.

From 1905 until 1963, the school was under the State Board of Control of Florida which operated the state's university system, but the legislature of 1963 placed the school under its own board of trustees. The Florida Statutes of 1963 defines the functions of the Florida School for the Deaf and the Blind as follows:

"The Board of Trustees for the Florida School for the Deaf and the Blind is a body corporate and shall have a corporate seal. Title to all property and



During 1956-57 more than 30 acres of land was reclaimed by the Florida School by pumping in fill from the marsh lands. This aerial view shows the Atlantic Ocean at the top of the picture with the opening into the bay. Also shown is the channel cut by the dredge to reach the "borrow area" from where fill was pumped. Today five new buildings have been built on the new fill area, and two more are on the drawing boards. A blacktop road has been constructed around the entire perimeter of the new area. The older part of the school can be seen in the foreground.

other assets of the Florida School for the Deaf and the Blind shall vest in the State Board of Education; but the Board of Trustees shall have complete jurisdiction over the management of the school and is invested with full power and authority to appoint a president, faculty, teachers, servants, and other employees, and to remove the same as in their judgment may be best; fix their compensation; determine eligibility of students and procedure for admission; provide for the students of the Florida School for the Deaf and the Blind necessary bedding, clothing, food and medical attendance, and such other things as may be proper for the health and comfort of said students without cost to their parents or guardians; provide for the proper keeping of accounts and records; budgeting of funds; to enter into contracts; to sue and be sued; to secure public liability insurance; and to do and perform every other matter or thing requisite to the proper management, maintenance, support and control of the Florida School for the Deaf and the Blind at the highest efficiency economically possible, taking into consideration the purposes of the establishment."

Brief Historical Summary

In May 1965, our new hospital was dedicated and named in honor of the late Thomas Hines Coleman, the founder of the Florida School, and whose daughter,

Mrs. Nelson R. Park (Grace Coleman) is now a member of the board of trustees. In 1882, this young deaf man, a graduate of the South Carolina School, who was soon to be graduated from Gallaudet College, Washington, D. C., began looking for a field in which he could be most useful. Upon discovering that Florida was one of the few states that had made no provision for the education of the deaf and blind children in the state, Mr. Coleman wrote to the Honorable W. D. Bloxham, then governor of Florida, and found him favorable to the idea of establishing a school for hearing and visually handicapped children. Governor Bloxham requested that he be given information concerning the amount of appropriation needed, the number of buildings required, the number of instructors and employees, and other needed information. The sum of \$20,000 was suggested as a minimum appropriation.

In 1883, St. Augustine was a progressive community and when the Florida Legislature of 1883 passed an act providing for the establishment of an institution for the blind, deaf and dumb, the legislature advertised for bids for the location of this institution. St. Augustine made the best bid by offering \$1,000 cash and five acres of land located in the northern part of the city. The land was donated by Captain Edward Eugene Vaill, a pioneer of St. Augustine. (Today the campus covers 60 acres of land, more than 30 of which were reclaimed by filling marsh land during 1956-57). Under the legislative act \$10,000.00 was appropriated for each of two years.

The lowest bidder for the original three

Schools for the Deaf

—Roy K. Holcomb, Editor—



The new A. W. Pope Industrial Arts Building cost more than \$700,000 with furnishings and equipment. Mr. Pope was the school's first graduate (1898) and was printing instructor for many years, and until his death early in 1965.

buildings was William A. MacDuff, who received the contract and erected these three nice wooden buildings for the sum of \$12,749.00. The buildings were completed in December of 1884; however, pupils were not received until February of 1885, which is considered the year of the founding of the school.

Article 13, Section 1 of the Constitution of the State of Florida, which was ratified in 1885, provided for the institution for the benefit of the blind and deaf. Consequently it is one of the oldest educational institutions in the State of Florida.

The original name of the school was the **Florida School for the Blind, Deaf, and Dumb** and it was placed under the direction of a Board of Trustees composed of five members. In 1903, the name was changed to the **Institute for the Blind, Deaf, and Dumb** and remained under the Board of Trustees until 1905 when the Buckman Act abolished the board of trustees and placed the school under the management of the newly created State Board of Control which also had supervision over the state university and college system. The 1909 session of the Legislature gave the school its present name: **THE FLORIDA SCHOOL FOR THE DEAF AND THE BLIND**.

The school remained under the jurisdiction of the State Board of Control of Florida from 1905 until 1963, a 58-year period.

The present board of trustees of the Florida School for the Deaf and the Blind, as mentioned earlier in this article, was established by an act of the Florida Legislature, Chapter 242, Laws of Florida, 1963; Florida Statute number 242.331. This Board consists of seven members and acts in conjunction with and under the supervision and general policies adopted by the State Board of Education.

Up until 1892, the highest number of students enrolled was 62 as compared to 660 today. The school has grown from

three small buildings on five acres of land, and an original biennial appropriation of \$20,000 to 30 buildings on 60 acres of land and an operation budget of \$3,160,387 plus \$2,480,000 for capital outlay improvements during the last two bienniums of 1963-65 and 1965-67. Two additional buildings are now under construction.

It is interesting to note that in 1897 the school's total operation cost was \$8,564.94 and since the appropriation was \$10,000 the school finished the year with a balance of \$1,435.06.

In May of 1898, the first commencement was held and the only two graduates, both deaf, were the late Artemas W. Pope of St. Augustine and Miss Cora Carlton of Island Grove, who were the parents of Senator Verle A. Pope.

Today the Florida School is the largest school of its type in the United States and provides the best education possible for those who are capable of benefiting from it. The Legislature of 1965 provided the largest budget the school has ever had in order to separate completely the department for the deaf from the department for the blind.

Although the Florida School is a dual school, the two departments operate entirely independently of each other, having separate staffs. Early in 1966 the Department for the Blind will move into its two new airconditioned buildings: one a school building complete with offices, classrooms, library, music rooms and lounges; the other, a dormitory housing 120 students and with a dining room that will take care of the entire department. The deaf will occupy areas vacated by the blind.

Plans are being drawn now for two additional airconditioned buildings for the Department for the Deaf: a school building and a dormitory with complete dining room facilities. These should be ready by 1967, and then the school will have eight complete and separate dining

room areas so that students may be grouped according to age, handicap, and if desired and necessary, by sex.

The remainder of this article will be devoted to the Florida School for the Deaf which makes up a little more than 68 percent of the school. There are 443 pupils in this department with a staff of 101, including principals, supervising teachers, teachers, and houseparents. These deal directly with the training and teaching of the pupils and do not include office workers, maintenance and engineering personnel, kitchen and dining room employees, hospital staff, laundry workers and household staff.

The Department for the Deaf consists of three separate primary units, each with its own classrooms, dormitories and dining room. These pupils range from 5 to 13 years of age, and classes average eight pupils. The intermediate and advanced departments are located in the same buildings but are subdivided in the dormitories and classrooms. Intermediate classes average nine pupils and advanced pupils average 10 per class. While most classes are taught by means of speech, speechreading and auditory training, some are taught by the combined method in the intermediate and advanced departments. Fingerspelling and speech used at the same time is stressed for these classes. It hardly seems necessary to say that a great deal of writing and reading is done in all classes supplemented with all types of teaching aids.

The school work for five and six-year-old beginners stresses speechreading, speech, auditory training, language number work, rhythm and training that will prepare them to begin regular school work. After two or three years of preparatory work, pupils begin first grade work and progress as fast as they can. This year an eleventh grade was added and the pupils are working on that level. Next year grade twelve will be added with a full high school program available for those able to benefit. Many deaf pupils graduate and pass college entrance examinations. This year 13 graduates are attending Gallaudet College and several are attending colleges for the hearing. Several of our deaf graduates have made distinguished records in regular universities. The last few years a number of our graduates have qualified for college but have chosen to go to work or get married.

During the biennium we have added some improved visual aids equipment and two educational developmental projectors which are designed to improve the reading program. We are also using the Science Research Associations reading materials in our classes. A teachers' workroom and library was set up in the fall of 1963 and has proved to be very, very useful. The latest copying machines have been installed and additional minor equipment has been added. Starting in 1963, curriculum committees were appointed and during the year began writing a curriculum for the school which we expect will soon be printed. This is the

FLORIDA'S PRESIDENT

John M. Wallace has been president of the Florida School for the Deaf and the Blind for 14 years, having come from the Arkansas School for the Deaf where he served as superintendent for seven years. He was graduated from the University of Arkansas and received his training with the deaf at the Iowa School. He was with the Virginia School for the Deaf and the Blind for nine years, the last three of which he was principal.

He is married to the former Jean Lupton, an alumna of the University of Nebraska. Mrs. Wallace taught young deaf children for more than 10 years.

The Wallaces have two sons and one grandson. The younger son, Wesley, is a freshman at Florida State University, Tallahassee; the older son, Jack, a graduate of the University of Florida, Gainesville, is a captain in the Army and a helicopter pilot. Jack and his wife have one son who was born in Heidelberg, Germany, when they were located overseas. Jack is stationed at Fort Sill, Okla., and has been assigned to Viet Nam.

Mr. Wallace's deaf sister, Mamie, a graduate of the Arkansas School, attended Gallaudet College. After many years of teaching in the Virginia School, she retired a few years back, and is living in Fayetteville, Ark.

first step in applying for accreditation of our school for the deaf by the Conference of Executives of Schools for the Deaf. We have been working on plans for improving our science laboratory and teaching equipment and have been approved for NDEA funds for this effort.

Upon application for admission to school, a personal interview is scheduled and the applicants are seen here at the school for testing by the psychologist and the audiologist. After this, a staff conference is held with these people and the principal and the president. A decision is made as to the admissibility of the applicant. We still have to be very selective in accepting applicants, as we have not been able to increase our enrollment due to lack of space and lack of staff. Until we have more classrooms and dormitory space and more teachers, our enrollment will have to be kept fairly stable.

During the school year, psychological, auditory, achievement tests, special interests tests, state-wide ninth grade examinations, Gallaudet College entrance examinations, vocational aptitude tests and many other types of tests and examinations are given to the student body. Through the use of all these tests, coupled with the staff's personal knowledge of the pupils, we feel that we are collecting very comprehensive and valuable information and data on each individual child. By this means we will be better able to plan an individual program for each child.



Superintendent John M. Wallace crowns Marilyn Koff of Miami as Florida's 1965 homecoming queen. At left is James Leek of Orlando, queen's escort, and John Burns of Plantation, crownbearer.

School Philosophy

The Florida School for the Deaf is a state public residential school for the deaf and the hard of hearing, and as such has the same philosophy as any good public school. That is, to provide an education in the broadest sense for boys and girls so they may become independent, responsible and informed citizens able to assume full responsibilities in their communities.

Objectives; School for the Deaf

Deafness imposes serious problems both educational and social. The isolation of deafness is severe making the deaf the most educationally handicapped group of exceptional children. Our aim is to overcome these problems.

Endeavor to teach the students to accept and to understand their handicap.

Assist parents in accepting their child's handicap by explaining the nature of this handicap so that they may better understand the child's problems and the methods of overcoming these problems.

Help the pupils to acquire the basic skills of communication which will allow them to be accepted and to function in a hearing society.

Teach the necessary skills required to learn and we will develop the reading, writing and study habits which will permit the fullest development of the pupil's potential.

The chief academic objective in teaching the deaf is the acquisition and mastery of the English language in all its forms. Through English all subject matter is taught and all

abstract thinking is done. We will take each pupil as far along the academic pathway as they are able to go and through high school.

Our vocational objectives are to provide the basic skills required in all vocations. In some areas we will be able to provide full training terminating at this school. In other areas we will provide preliminary training to enable the pupil to enter a more advanced program after leaving this school. In all cases we will evaluate the potentials of each pupil and be able to make specific recommendations for future training.

We will endeavor to instill confidence and self assurance which will enable the student to pursue further training in college or other schools, if feasible.

We will aim to develop a sound body and good health habits along with good moral conduct.

We will provide the maximum special training required for a deaf child. This will include training in speech, lipreading and auditory training. We will see that each child is able to make the maximum use of his residual hearing.

We will instill in each pupil the desire to take his place as a successful, responsible and competitive taxpaying member of society.

Admission Requirements for the Florida School for the Deaf

The Florida School for the Deaf is a residential school for eligible children who meet the following admission requirements:

Applicants' parents or guardians must be residents of Florida and this residence must be verified.

This school accepts only deaf and hard of hearing children who have a hearing loss



The junior and senior classes of the Florida School were received by the Honorable Haydon Burns, Governor of Florida, in his office in the State Capitol in Tallahassee in 1965. At the extreme right is Representative F. Charles Usina, Jr., who is also a member of the school's board of trustees.

so severe that they cannot be educated in normal school environments. Specifically, the hearing loss must be greater than a best binaural average of 500, 1000, 2000 cycles per second of 60 decibels. The best aided speech reception threshold should not be better than 50 decibels.

Children with an intelligence quotient of less than 80 are not acceptable. Very young deaf children are difficult to evaluate and every consideration is given to this fact; therefore, the evaluation team, if there is any doubt, will recommend that they be accepted on trial, and this trial period may continue as long as required to make definite evaluations.

Children who are mentally retarded, severely physically and multiply handicapped, severe aphasics and mentally disturbed are not eligible for admission.

Children must have applications on file, including case histories, medical histories, including reports by an audiologist, an otologist and when indicated neurological examinations, including electroencephalograms. Prior educational records must be on file.

When feasible, applicants should have complete and competent pre-examination evaluations by the school staff, including the president, the principal, the supervising teachers, the audiologist, the psychologist and the otologist.

Applicants must be of school age; however, mature five year olds should be accepted when recommended by the school staff, as readiness training is of utmost importance. Structured educational preschool situations are often needed by hearing handicapped children. On initial entrance, applicants are placed on a trial status.

Children must be able to take care of their personal needs (within reason), and be able to adjust emotionally, physically, socially, and educationally to the classroom and dormitory environments within a reasonable degree expected for their age.

Children may be dropped for lack of educational progress, for extreme behavior problems or immoral conduct.

Departmental Functions

The Industrial Arts Department of the school has been greatly improved and expanded since moving into the new \$700,000 building. The work is very diversified and includes printing, linotyping and related graphic arts, including off-set printing and photography. Business education includes typing, varityping, teletype setting, addressograph operation, filing and business methods. IBM operations include key punch sorting and accounting machines operations. Other trades taught are shoe repairing, general shop, woodworking, upholstering, refinishing, barbering, mechanical drawing, arts and crafts, masonry, dry cleaning and

pressing, cooking, sewing, clothing and cosmetology.

The school works very closely with the state vocational rehabilitation program and has a full-time worker and secretary assigned to our school. Very shortly a very fine canteen will be opened and operated by the students under the direction of this vocational rehabilitation officer.

The audiology department has made tremendous physical improvement during the last biennium. With the acquisition of the new Industrial Acoustics Company two-room test suite, the testing environment was greatly improved. An accessory amplifier and speaker have made free field testing possible and evaluation of hearing aids more precise. A portable Beltone Audiometer was purchased to aid in testing of younger deaf children. A Galvanic Skin Resistance Audiometer and a Grason Stadler Automatic Audiometer (Bekesy) have been installed. An Allison Audiometer Calibration Unit has been

purchased which will enable us to keep all of our audiometers in perfect operation.

The audiologist's testing suite and office and quarters for the psychologist with an examining and a therapy room have been installed in Building No. 7. The school has employed a full-time electronics technician who maintains more than 30 group hearing aids, 170 individual hearing aids, 25 television sets and approximately 50 talking book machines.

The medical program of the school is under the direction of a physician, an ophthalmologist, a surgeon and a dentist. Each student is given a complete physical examination upon admission to the school. At this time all abnormalities and medical problems are noted and scheduled for further clinical tests. All students who participate in competitive sports are given an annual complete physical examination. The following surveys are made each year: T.B. survey which includes skin testing with chest X-rays when indicated, diabetic survey, serological survey and sickle cell survey on all Negro students. Stool studies for intestinal parasites and treatment are done each year. Complete immunization series are given and kept up-to-date for diphtheria, tetanus, and pertussis. Flu vaccine with an annual booster is given all students. Oral polio is given all students with parental consent and also measles vaccine is given to those who have not had measles.

Numerous neurological examinations, with electroencephalograms, are done, interpreted and evaluated. Eligible children receive services from the Florida Crippled Children's Commission.

Our dentist conducts routine dental surveys at the beginning of each school year. Our weekly dental service consists basically of emergency care and maintenance care for those who cannot afford or do not have dental care at home.

The school hospital, with six large wards and isolation units, is supervised by six nurses, one or more nurses are on duty at all times.

Since the majority of our pupils live



Mr. Robert Greenmun is shown with one of his classes in driver education at the Florida School. Each year the Ridgway Motor Company of Gainesville gives the school a new Rambler for use free of charge.



The Florida School is noted for its beautiful girls. Here is a group of the cheerleaders. Left to right: Marcia Swab, Cocoa; Juliette Adamson, Fort Walton Beach; Sharon Malcolm, Miami; Bonnie Carter, Orlando; Mildred Nelson, Zephyrhills; and Tina Frantz, mascot, St. Augustine.

at the school, we must provide for their welfare and care on a full-time scale. Capable houseparents must be selected carefully, as the children spend more time with them than with their teachers. The importance of having competent persons in these positions cannot be over-emphasized, as these persons are charged with much of the training as well as the welfare of the children in their custody. Houseparents cannot be expected to take proper care of more than 15 children. Well-trained, educated, and willing houseparents can do much to assist the children in their general welfare.

Besides providing for the education of the pupils, the school is responsible for the feeding, household care, medical care, general maintenance, and well-being of all pupils for the entire school year. Daily programs must be arranged in order to coordinate school activities with outside activities. Every effort is made to assure a homelike atmosphere and provide adequate recreational activities, including excursions, trips, picnics, movies, athletic events and cultural entertainment.

The school maintains a large food service department which at the present time serves many separate dining rooms and kitchens. The school also operates maintenance, engineering and repair departments which are responsible for keeping the entire plant, consisting of 30 buildings on 60 acres of land, in operation at all times and in a good state of repair. A new boiler and maintenance shop was put into operation within the past year.

Since 1954, more than eight million dollars has been appropriated for capital

outlay improvements. This is over and above all money appropriated for operation. Due to Federal grants and aids available, the school expects to put in a number of new programs and operations. In the near future we are considering an adult summer program as well as one for some school age deaf. We are also planning workshops and educational programs to improve the status of houseparents and teachers.

Under the direction of its own board of trustees, which can devote full time to the school's problems, and with additional funds and qualified personnel, the school can look forward to progress and improvements in the future.

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Kentucky Association To Hold Diamond Jubilee Reunion

Kentucky Association of the Deaf will hold its diamond jubilee reunion at the Kentucky School in Danville, May 28-30, 1966. General chairman is J. B. Beauchamp.

On Saturday, May 28, there will be a business session at 2 p.m. and a banquet and floor show by Lexington members of the KAD at 6 p.m. Sunday's program includes church services from 9 to 10 a.m. and a business session from 10 a.m. until noon. A picnic is scheduled for the afternoon, with the superintendent's reception at 4 p.m. Captioned films will be shown in the evening. Monday will be an open date.

Banquet guests will include KSD Superintendent Charles B. Grow, Principal Robert T. Baughman, former Superintendent Madison J. Lee, former Principal Miss Lula May Bruce and State Representative Howard Hunt, who will discuss legislation for KSD's building program. Col. G. Gordon Kannapell will be toastmaster.

Hope Porter is president of the KAD and Joseph Balasa is secretary-treasurer. Mr. Balasa urges KAD members to remit dues of \$3 for the past three years so that he can bring his records up to date before the convention. His address is 621 Shakertown, Rd., Danville, Ky. 40422.

DCAD Offers Three Courses In Language of Signs

The District of Columbia Association for the Deaf began its second language of signs class of the year on March 7 at Hall Memorial Building, Gallaudet College. The courses have been made available through a grant from the U.S. Vocational Rehabilitation Administration and are open to the public without charge for either tuition or supplies.

Three different courses are currently offered: "Beginning Sign Language" for persons with no previous experience in communicating with the deaf; "Idiomatic Sign Language" for persons who have completed the first course and who wish to further their mastery of the subject; and "Conversational Sign Language," an advanced course open to persons who have completed the first two courses or who have the equivalent experience.

Each course lasts 10 weeks, with classes meeting for two hours twice a week. Project director is Rex P. Lowman of the Department of Economics at Gallaudet College.

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Sketches of School Life

By OSCAR GUIRE

The Big Eight

The rebellion which I led at the California School for the Deaf during the early 1910s can be interpreted as being aimed more against the big boys than against the school authorities. My friends and I were adolescent, restless and hell-bent for mischief. Since our big boy enemies included the two monitors, the way we reacted to their authority made us rebels against the school authorities, Matron Mrs. McKellip, Supervisor McKellip and Principal Milligan.

We did not do anything that was really bad enough to require severe punishment. Our way was to disobey the monitors and show them disrespect and contempt. Thus indirectly we were a constant thorn in the McKellip flesh. They (the McKellips) complained to Milligan about me. He never said anything to me. He once repeated the complaint to my teacher, Francis O'Donnell. I was always a good boy in the classroom but my teacher had no influence on my conduct outside the classroom.

The monitors were Carol Land and George Matson. They had five friends. They were Winters, Harry Wilson, George Whitworth, Olive Bonetti and Henry Bonetti. They were seven in actual count. But we called them "The Eight" because we considered Leslie Ross to be a spy for them. They did not seem to accept Ross as one of their set. We had no proof that he was a spy for them but he was clearly friendly to them, too friendly to suit us.

Ross was one or two grades below me, though he, like all the others of "The Eight," was older and bigger than I was. Henry Bonetti was my classmate. The rest were one or two grades above me.

My gang included all the boys in Bartlett Hall who did not belong to "The Eight." I would say that there were 30 to 40 of us. We were not formally organized. We never held a meeting to elect leaders or plan our line of action. I was bold and reckless. I assumed leadership and the other boys followed the line set by me.

Most of my gang were younger and smaller than "The Eight." But a few of them were pretty big. I remember only one who was big enough to be a match for the enemy. He was John Heitshusen. I was in a dressing room in the basement of Bartlett Hall when one day Heitshusen approached Matson menacingly. The monitor turned and ran away. I do not remember what he had done or said that provoked the big German.

The sharpest mind in my gang was Walter Valiant. He was one or two grades above me. Though a classmate of most of "The Eight," he was not accepted as one of them. He was too young and small for them. He sought and found companionship in my set. He was some sort of lieutenant for me. He did not have my influence with the boys. I grew

up with the boys. He did not. He attended the public schools of San Francisco several years before becoming deaf.

One day I suggested a placard saying "Down with Carol Land." Valiant had a set of pigments and brushes for water painting. He volunteered to paint the placard. When he finished it, it was put on the wall over the door to the wash room. When Land saw it, he took it to the McKellips.

Only two or three of us had anything to do with the placard. I suggested it. Valiant painted it. I do not remember who put it on the wall. The rest merely looked at it and laughed. But most of the boys of Bartlett Hall were made to suffer for it. We were forced to spend all of the next Saturday morning weeding the grounds in front of Bartlett Hall. There were about 20 of us. Every boy who was known or believed to be my friend was included. Thus the school practiced the doctrine of guilt by association.

We treated the punishment as a joke. One of the boys had a small box camera (known as a Brownie). We lined up and had our picture taken. We held hoes in our left hands and spelled the word "punished" on our right hands.

During the weeding Mrs. McKellip called Valiant from the work and talked to him a long time. They did not use signs. He could speak and read lips. From the looks and results it was clear that for a long time he resisted her pressure on him to tell her how the placard incident was started and that he finally put all the blame on me.

After the weeding I was forced to stay in bed all afternoon. I did not have any dinner (noon meal). I do not remember if I was allowed to get up for supper. I was the only one to be given this additional punishment.

Regardless of our apparent irrationality we had a valid reason for resenting the big boys, though some grownups might not concede the reason to be very good or important. When in 1912 Milligan came from the Montana School for the Deaf and took charge of the California School for the Deaf and the Blind, he brought Mrs. McKellip with him. He made her both head matron and matron of Bartlett Hall (large deaf boys' dormitory). Her husband was supposed to be the deaf boys' supervisor. (Nobody was called housefather or counselor at any school for the deaf in those days.) But she was the real boss because she knew the language of signs and he did not.

She made many innovations in the pupils' social life. One of them was small birthday parties. "The Eight" were her favorites. When one of them had a birthday she gave a party. The same group of boys and girls was always invited. The other boys of Bartlett Hall resented this favoritism. Though most of the boys outside "The Eight" were too

young to care much about girls, they wanted small birthday parties, too. So they began to tell Mrs. McKellip that this or that boy had a birthday coming. When she was so told, she had no choice but to arrange a party. There were so many boys outside "The Eight" that none of them was invited more than once. Sometimes the reported coming of a birthday was a lie.

I myself had nothing to do with these parties. When Mrs. McKellip gave me a surprise birthday party, it was three years later. The circumstances were unusual. The details will be told in a later sketch.

My "enemies" were really good boys.

At an earlier time Earl Poole and I had a crush on Harry Wilson. It annoyed him. He was rough on Poole but was more tolerant toward me. When he graduated in 1914, he went to Akron and worked for Goodyear. The first World War had just started. Though the United States had not entered the war yet, business was good and the rubber company wanted deaf workers.

In 1915 George Whitworth went to Galaudet College. I followed him one year later. He and I were friends at college.

Land became supervisor at the school. When I attended the University of California, I was his assistant and roommate.

After university days I did not see him again until 1953 when I went to Hawaii for one year. He was there for his first look at his wife's birthplace.

Where Matson worked in San Francisco he made two binders for me to use at the university.

I do not know where Winters and the Bonetti brothers went or what they did.

Ross grew up in northern California but after school he spent the rest of his life in Los Angeles. I saw him there twice before he died.

Hoag New Superintendent Of Rochester School

Dr. Ralph L. Hoag of Alexandria, Va., will become superintendent of the Rochester School for the Deaf on the retirement of Dr. James H. Galloway in August 1966. Dr. Hoag has been a classroom teacher of deaf children for three years, a principal for 10 years.

In November 1965, Dr. Hoag was appointed staff director of the Secretary's National Advisory Board for the National Technical Institute for the Deaf. For three years prior to this assignment, Dr. Hoag was Specialist, Educational Programs for the Deaf with the responsibility for administering a Federal program of grants-in-aid directed at enlarging the number of qualified teachers of the deaf in the nation.

In his early professional life, Dr. Hoag taught at the Central New York School for the Deaf, Rome, N. Y. For three years prior to going to Washington, D. C., he was principal of the department for the deaf at the Arizona School, and simultaneously served as associate professor at the University of Arizona in charge of teachers' training.

Gallaudet College's Admissions Procedures

By DR. BERNARD L. GREENBERG, Director of Admissions

On March 17 and 18, 1966 some 600 deaf students in cities all over the United States took the entrance examination for admission to Gallaudet College — the world's only college for the deaf. This two-day testing was intended to screen candidates, through the best selection procedures we know, for the incoming class of 1966-67. We hope to make admission decisions on these candidates by early May. But the admissions procedures will not be completed until late summer, since a sizable group of applicants who applied late will be tested in July. By the time the operation is completed, we expect to have examined about 700 applicants.

Last year the number of students participating in the spring testing was almost 500, and by the time the summer testing had been concluded, over 550 students had taken the examination. Some 15 additional candidates were admitted on the basis of tests taken the previous year or on the basis of advanced satisfactory standing in another college. Included in the 560 were 28 applicants from foreign countries. These represent only a small proportion of those from other countries who expressed interest in applying. We actively discourage applications from foreign students who do not appear qualified, since we can accept only a few foreign students and only the best-prepared. Of the almost 575 hopefuls who applied, we accepted 279, of whom 235 actually enrolled. Three hundred eighty applied from residential schools, of whom 160 were admitted; 142 applied from public high schools, day classes and similar institutions, of whom 84 were admitted. Sixteen college students applied for transfer and were admitted; of the 28 foreign applicants, 19 were admitted.

The number of students applying for admission to Gallaudet has increased steadily over the years, and in the last three years it has gone well beyond predicted figures. These students have come primarily, of course, from the usual residential schools, but there has been a marked increase in the number applying from public high schools and day schools. Of further interest is the fact that the number of students applying for transfer from other colleges has increased substantially. The reasons for this phenomenon are probably complex although certainly the growing size of hearing college student bodies and the modification of the Gallaudet curriculum would appear to be of some significance.

In 1964, Gallaudet established a separate Office of Admissions. With increased time and augmented staff we have had the opportunity to analyze more comprehensively the factors involved in selecting

students for Gallaudet. There are two constants in the picture:

First, that Gallaudet is the only practicable institution of higher learning for the great majority of the deaf. For this reason, in evaluating the qualifications of each applicant, we must constantly bear in mind that a student turned away from our doors is likely to have no other alternative for higher education. This is not to say that unqualified students should be accepted, but that we have a special responsibility for being certain, or as certain as our predictive tools can permit us to be, that we are not applying criteria that will deny opportunity to potentially able students.

Second, that the majority of our candidates are being evaluated for the preparatory, or precollege program, rather than as potential freshmen. (90% of our incoming students must take preparatory work.)

We tried, in our admissions procedures last year, to add some sophistication to our methods of selection, first in the preparation of the examination battery, and second, in the analysis of the data obtained. It is apparent to any observer that the critical skills for success in college are the verbal and quantitative, especially the former. For this reason, in selecting our battery, we concentrated on reading (of high school level material), vocabulary, grammar, writing and mathematics. To add a further dimension to the selection process, we included a science test and a nonverbal intelligence test. The screening instruments used by hearing colleges would be of relatively little value in our selection problem because the scores of most deaf applicants on such tests fall within a range too low to permit meaningful differentiation among them. The previously used Stanford is designed to measure achievement of material covered in the junior high school curriculum, which is not very predictive of ability to handle college work. Further, since it is given in many residential schools annually, we would simply be duplicating this testing.

All applicants are, of course, carefully screened for hearing loss. Where there is any doubt that the candidate is qualified from this standpoint, the information is reviewed by the Speech and Hearing Center and the appropriate recommendation made. In certain marginal cases, testimony must be furnished by competent individuals that the applicant requires the unique services provided by Gallaudet. In other cases the applicant is denied admission, since it is felt that the nature or extent of his hearing loss would make it possible for him to succeed in a college for students of normal hearing.

In addition to the aptitude and achievement tests, we request a detailed confidential evaluation of each applicant from the staff of his school. This includes information on his ability, aptitude, motivation and behavior, as well as a transcript of his school record. There is ample opportunity in this form for the teacher or principal to add a narrative statement regarding the applicant's suitability or lack of it for college. When all this information has been received and analyzed (and much has been speedily prepared by our own computer center under Jerald Jordan), we then examine individually the qualifications of each candidate. We do not want to reduce an individual to a number or a data card.

Admissions decisions are essentially a prediction of whether or not an applicant is likely to be able to handle the college curriculum. We find that we are able to establish a number of well-defined admission categories, which hasten and simplify the admission procedures. We can readily decide on the very able or the very inadequate candidate. (Last year these groups accounted for about 45% of the applicant population: 17% outstanding, and 28% clearly unqualified.) The largest percentage of the applicant group (unfortunately for the admissions officer) falls into the so-called middle area, where the line between acceptability and inadmissibility is extremely difficult to draw. Some 55% of the applicants fall into this group, of whom 60% were admitted. It is with this group that the extensive and varied test battery is of inestimable value, since we are able to localize and profile certain strengths and weaknesses. It is here also that great reliance is placed on the evaluation forms, and here, too, age of onset and degree of deafness can be of great significance.

Finally, we designate a very small number of applicants (2-3%), who in a sense are frankly admissions gambles. These we refer to as high-risk, high-gain individuals—candidates whose scores on one or more crucial achievement indices are quite low, but who because of very fine science potential or extremely high nonverbal IQ, are deemed worth giving an opportunity to attempt the preparatory year. The possibilities of failure in this group are high but those who succeed constitute a real addition to the talent resources of the deaf community and of the nation as a whole. This concept of "high-risk, high-gain" has been used increasingly in such operations as the Peace Corps and the National Merit Scholarship Program, and only recently was employed with gratifying success in Harvard University admissions.

Once we have made our admissions decisions, we classify the applicants into four groups: first, those who are clearly

admissible without deficiencies; second, those who are admissible but have weaknesses in either English or math. These students will almost certainly be required to take preparatory work. (This is our one-year intensive program intended to remedy deficiencies in these critical areas. Students are placed in groups according to their special needs.) In the third category are those candidates who have scored well below the acceptable level on the entrance examination, but who show potential for succeeding at college if they are sufficiently motivated to overcome their grave deficiencies. And finally, there is a group that we do not feel we can encourage. These are individuals, some perhaps with potential, who have

been unable to give evidence of it on any of the many tests in our entrance battery. In most cases attempting to prepare these students for college would require a total educational reconstruction. We suggest that they explore other avenues of vocational opportunity.

We must face the fact that in all probability the volume of admission applications will continue to increase. In order to meet this need we will be refining and strengthening our admissions procedures through analysis and research and through the assistance of persons interested in the education of the deaf, so that we may more effectively serve the deaf student capable of undertaking college training.

two teacher aides to work under the supervising teacher whose duties will be to prepare audio-visual materials, (5) the addition of a teaching assistant to help with the multiply-handicapped children.—the CALIFORNIA PALMS

Literature classes at the New Jersey School for the Deaf (pardon me, the Mary A. Katzenbach School) have received an invitation to visit Pearl Buck. . . . The JERSEY NEWS comes out with some excellent color printing.

To the list of deaf airplane pilots add the name of Jean Hausser. An employee of Briggs and Stratton in Milwaukee, Miss Hausser recently received her pilot's license.—the MISSOURI RECORD

LTP Mischaiff: Last month I promised you more information as to what happens to the poor darn souls who get Shanghaied onto the LTPAD slave ship. In the two months that we've been here each of us has chalked up the following experiences: (1) used up at least one ream of type-writer paper, (2) accumulated at least 20 pounds of handouts and lecture notes, (3) jointly traveled at least 20,000 man-miles, (4) visited a residential school for one week, (5) tagged along with a rehab man for another week, (6) participated in a rehab workshop for three days, (7) visited two deaf clubs, (8) attended a one-day conference on adult education, (9) visited the John Tracy Clinic for a full day, (10) took part in an audio-visual workshop, (11) lost count of the number of dinners and luncheons attended, (12) wore out two sets of trousers/skirts on the library chairs, (13) took part in the adult education program (14) and kept up with our homework.

I'm beginning to wish that more of the LTP gentlemen had brought their wives. My Little Woman is starting to refer to these LTP widowers as "my men." Since I am the only one she has to launder and cook for, it puts me at a tremendous disadvantage.

Here's some more vocabulary:

Rehabilitation—What Boyce Williams does for hotels during their off season.

Biserial—Contains both wheat and oats, and you can get two Dodger pitchers for 333,333 box tops.

Teaching Machine—A second hand Fiat. If you don't know what to do in a free-way emergency, it will learn ya.

Programmed Instruction—"Forget the course of study and get those kids ready for the open house program!"

CHAFF From the Threshing Floor

By George Propp

We'll begin this month's column with a few words of appreciation for the kindly fate which moved us to California. Back home in Nebraska people, at the time of this writing (March 24), are too busy digging bodies out of the snowdrifts to have time to write a column.

The junior and senior boys at the Berkeley School went and made a monkey out of Walter O'Malley. The latter can't get Don Drysdale's signature for \$85,000; whereas, the boys from Berkeley got it simply for the asking. The older students were guests at the Bing Crosby Golf Tournament late in January. In addition to that of Drysdale, they got the autographs of many other celebrities who attended the Crosby Clambake.—the CALIFORNIA NEWS

Gallaudet College is again hosting four summer institutes. Many of the people who "vacationed" at Gally last summer are expected to return this year. The institutes offered this year are in reading, science, library service and mathematics. Another of the major summer attractions is the Captioned Films project at Ball State University in Muncie, Ind.

The 1965 **Tower Clock** received a First Class Honor Rating from the Associated Collegiate Press Yearbook Critical Service of the University of Minnesota School of Journalism. The **Tower Clock** has come out 20 times, and this is the first time it has received such recognition. — the KANSAS STAR

A demonstration project in the use of television for educating and informing the deaf is being conducted by the Twin Cities Area Educational TV Corporation under contract with Captioned Films for the Deaf. The project will produce 52 hour-long films designed to meet recreational, vocational and educational needs of the deaf. Initially they will be aired in Minneapolis and Duluth. Video tapes will later be available for nationwide distribution.—the MINNESOTA COMPANION

Well over 100 people attended the Conference on Adult Education held at San

Fernando Valley State College on March 19. The conference was co-sponsored by the Mott Foundation, the Vocational Rehabilitation Administration and the Leadership Training Program in the Area of the Deaf. Participants were teachers and interpreters in the adult education program as well as leaders from all parts of California.

A special legislative committee is making a comprehensive study of services and programs for the deaf in the state of Texas. The study will involve TSD, countywide schools for the deaf, pre-schools and special education programs in the public schools.—the LONE STAR

Indiana: The Indiana School for the Deaf has received a grant of \$129,000 for six weeks of summer school. Other schools with a summer program this year are Berkeley and Riverside.—the PTCO COMMUNICATOR

Nebraska's new gym, one of the finest in the land, will be dedicated March 31. Governor Morrison will be guest of honor at the dedication ceremonies. It will be only the third time in NSD's 95-year history that a Governor of Nebraska has visited the school campus. . . . NSD recently opened bids for a new self-contained primary unit. Ground will be broken as soon as weather permits.—the NEBRASKA JOURNAL

Oregon students moved into new classrooms on February 21. A total of 7,200 sq. ft. of construction provides the high school department with seven new classrooms, a conference room, a faculty lounge, etc.—the OREGON OUTLOOK

The California School for the Deaf at Riverside has obtained funds from the Elementary and Secondary Education Act to initiate five projects at the school. The five projects are: (1) six weeks of summer school for approximately 100 high school students, (2) classes for pre-school children, (3) employment of a teacher-psychometrist to work under the school psychologist, (4) employment of

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Psychological Factors In Language Deficiency¹

By HANS G. FURTH

Center for Research in Thinking and Language²
The Catholic University of America

There is perhaps no other single area of psychological investigation where a greater need for clear, objective terminology exists than in language. The term "language" itself can mean different things to different people and extend to so wide an area of behavior that for some scholars it becomes practically co-extensive with any form of meaningful behavior.

The three points which I shall try to share with you during this talk concern the proposition to differentiate between thinking and language, or better, between intelligence and linguistic competence; secondly, a general need for clarification in terminology in the area of speech and language disorders, and thirdly, some thoughts about our attitude towards the speech-impaired client. Although my personal experience is more with the deaf than with the speech-impaired child or adult who is the more frequent type of client you are seeing, I believe some basic problems of the deaf and speech impaired are sufficiently overlapping so that my experience with the deaf can be transferred with the proper modification to other linguistically less handicapped persons.

Speech and language are among the most outstanding achievements of man's intelligence, so much so that it makes sense to claim it as one of the distinguishing characteristics of the human compared to the subhuman organism. A widespread opinion, which is being constantly fortified by theoretical speculations of scholars from different fields, holds that language and intelligence are so closely inter-related, that one cannot go wrong to identify them or at least to make intelligence dependent on the ability to master language.

I would like to propose for your consideration two facts which may perhaps weaken or modify such a conviction if perchance you are inclined to hold to the theory just mentioned. One fact is the mastery of linguistic competence by the age of four on the part of practically all children, whether of high or low intelligence, in whatever linguistic society they happen to grow up. This occurs a good dozen of years before they will be able to use this ready-made linguistic system of symbols in a mature, intelligent fashion. The other fact concerns the intellectual development of that unique individual who lives in our society without enjoying the benefit of the spoken language, the person profoundly deaf from birth. There is evidence to support the statement that about 90% of these deaf persons never reach the kind of linguistic competence which all other persons ac-

quire at age four by just being exposed to living language.

Some preliminary observations are in order so that you may follow the argument. I refer to linguistic competence as that as yet largely unanalyzed set of sub-skills which make a person capable of generating an indefinite number of well-formed sentences of a certain language and in turn make him capable of comprehending them as meaningful linguistic utterances. Accordingly, this competence is not the same as knowing a small or even great number of isolated words. If we want to illustrate it by a conventional grammatical term, it is perhaps most closely approximated by syntactical skill. A child manifests such competence among other things by knowing the particular sequence of words, by correctly using the small and most frequent words as "the, which, is, in, that."

This "being at home" in a language is truly remarkable. It is so universal and so largely independent from environmental and changing hereditary factors that it is not absent in children who later turn out to be extremely dull, it is at the same time so complex and difficult to investigate, that one must recognize it as a capacity as human and as native as the capacity to walk or to smile. And yet, the child does not get his intelligence by knowing language, that is, the intelligent use of language is something quite different from the basic linguistic competence which is our present concern.

Now, consider in the light of the foregoing, that deaf children even though they spend many years in school with almost exclusive emphasis on language drill, with exceptions that are few and worthy of note, will never reach a comfortable mastery of syntactical rules so that they can be said to have linguistic competence. I am of course not referring to lipreading or expressive speech, just as before in the hearing child. I was merely asking for a basic minimum by which linguistic competence is manifested. An example would be the question "Which has more?" Surely there is no four-year-old hearing child who would have any particular difficulties in comprehending the linguistic structure, though he still may be quite unable to really comprehend the concept of relative amount implied by the term "more." When we conducted some experiments on the thinking processes of deaf children in a large school for the deaf, we rarely found a single pupil below the age of 11 who could comprehend the structure of such a sentence, whether it was in spoken or written English, or in the manual language of spelling or signs.

As far as linguistic competence is concerned, the deaf adult is still quite poor even though by adulthood he will have acquired that special means of communication which is referred to as language of signs, or short, sign language. This medium makes it possible for the deaf to become social adults. From personal experience and from available evidence there is no reason to think that the adult deaf is inferior to the average hearing adult in social, emotional or intellectual maturity. The evidence for those statements is found in recent surveys on the social, occupational and mental health status of the deaf.³ Concerning intellectual development, our Center for Research in Thinking and Language has conducted a variety of experimental studies, the results of which cannot be adequately summarized here.⁴ Certainly, we observed certain deficiencies, but the remarkable fact is that on so many tasks which one would surmise could not be solved without verbal language, the deaf did as well as the average hearing.

With such well documented facts one can no longer maintain that a nonverbal person is necessarily a stupid person. You know that for untold centuries the deaf were called dumb, not merely in the sense of being unable to speak, but in the sense of being senseless, irrational, stupid. This prejudice was only beginning to weaken when the possibility of teaching speech and language to the deaf was becoming manifest to society at large. Yet, have we honestly abandoned that prejudice if we continue to link rationality or intelligence with language? In fine, is language the condition without which we will not accept our deaf, or otherwise linguistically deficient clients?

These are not rhetorical propositions.⁵ Having observed education for the deaf and what happens to a family with a deaf child, it is no exaggeration if I state that we make it hard for parents to accept the child with a linguistic handicap. We make it hard by impressing that language is all important to the exclusion of almost any-

³Rainer, J. D., Altshuler, V. Z., Kallman, F. J. and Denning, W. E., **Family and Mental Health Problems in a Deaf Population**. N. Y. State Psychiatric Institute, 1963.

⁴Furley, P. H. and Harte, T. J., **Interaction of Deaf and Hearing in Frederick County, Maryland. Studies from the Bureau of Social Research**. Catholic University of America, No. 3, 1964.

⁵See also the author's Research with the Deaf: Implication for Language and Cognition. **Psychological Bulletin**, 1964, 62, 145-164.

Language and the Development of Thinking. **Proceedings of the International Congress on Education of the Deaf**. Washington, D. C., 1963, U. S. Printing Office 475-483.

⁶On this point see also the author's: A Psychologist's View on the Slow Learning Deaf Child. **Proceeding of the 40th Convention of American Instructors of the Deaf**, Salem, Oregon, 1961. U. S. Printing Office, 108-196, and Deafness and Intellectual development. **Orientation of Social Workers to the Problems of Deaf Persons**, Berkeley, Calif. 1963, U. S. Department of HEW, VRA 74-81.

¹Lecture given at third Convention of New Jersey Speech and Hearing Association, April 1965, New Brunswick, N. J.

²Research and Training at the Center is supported in part by the U.S. Vocational Rehabilitation Administration.

thing else. Parents, teachers, therapists, all seem to tell the language-deficient child with one accord that success in language learning is the condition under which they will accept the child as a potentially valued, worthy person. We say in fact to our deaf children: "You will be accepted by us if you stop being dumb"; this statement, turned around with a different meaning, comes to the same stereotype as the one of past centuries: "If you are deaf, you must be dumb."

The implication of the above remarks for any person who has to deal with speech-deficient children is obvious. A child who is handicapped in any way, whether in the area of language, speech, hearing, central nervous activity, or some other ability, poses a serious problem to his family, in terms of such psychological factors as shame, guilt, envy, disappointment, ambition, etc. Such feelings invariably lead to anxiety of which the child becomes implicitly aware. The child is made to feel that he is the source of the tension around him. Naturally there is no chance for the feeling of security and unconditional acceptance to take root. Once insecurity and conditional acceptance is firmly established, the best teacher or therapist cannot hope for much success.

When a child does not appear to have the special talent for learning to play the piano, we do not commonly term this lack of talent a handicap because piano playing is recognized as being a special kind of skill which, besides talent, needs a generous amount of hard practice. In contrast, language and speech is mastered by practically everyone and a child of six years who is not at home in these skills is rightly called handicapped. To learn such a "natural" skill as language or speech in a "formal" way, only adds to the odds which derive from the psychological overlay created by the lack of acceptance of the language-deficiency. In other words, it is hard enough to have to learn speech or language as a formal subject and we should try to create the best possible psychological atmosphere for eventual success.

The client should never be made to feel that failure in language is related to failure in intelligence. Recently I watched a speech therapist working with a deaf boy. Each time the youngster misarticulated, the therapist said in a nice, encouraging voice: "Think." It occurred to me that we would be better speech therapists if we were taught right from the beginning that speech and language as such have precious little to do with thinking. On the contrary, the more we think, the less is the chance of ever learning speech and language. The normal intelligence of a three- or four-year-old child is the preferred medium for learning of language and it is well known that after age 13 a faultless articulation in a second language is rare and at a later age it becomes increasingly difficult to master and feel competent in a new language.

I believe if we could conceptualize think-

ing or intelligence in terms of behavior as internal acting or interacting with things-as-known rather than as a storehouse of labels or verbalized rules, it should be easier for all concerned to accept and respect the intelligence of the language-deficient child. From our poor success in teaching language in a formal manner to our deaf children, we could draw this additional insight, that learning to think is in a way similar to learning language. We cannot teach knowledge or language to a child in the way in which we buy a new coat for him. One can put a coat on an intelligently passive child, but language and thinking must be actively assimilated to the child's structure of intelligence. In other words, the thought or the word does not become part of the child, cannot be comprehended by the child, unless he is able to generate it implicitly and actively create or recreate it.⁶

To illustrate this point, we can consider the concept and the word "more." By the time a child is four years old, he will be able to understand and speak many utterances in which the word "more" is correctly used. What does this linguistic performance demonstrate? It shows a basic linguistic competence in the use of the word. What does it show about his intellectual ability? Superficially, it would seem that he knows what "more" implies. However, all you have to do is to pour some liquid from a wide into a thin glass to discover that the concept of "more"—"greater amount" is not grasped. For the child "more" is tied to the notion of "add something" and hence, if the height of the water level is increased, there is more water in the glass, or if blocks are spread out over a given area, there are more blocks than if they are clustered together.

The child's concept of "more" is thus seen to be tied implicitly to some action of addition, and anything that "looks" more "is" more. At a later stage the child's intelligence learns to grasp the permanence of amount under different aspects of perceptual configurations. In this progress from the initial confused to a more differentiated grasp of the concept of "amount," there has been not much change as far as the word "more" is concerned. Evidently the ready-made verbal symbol "more" did not by itself assure the knowledge of the concept.

Language is therefore not the medium in which we know something; rather an opposite viewpoint suggests that it is the structure of intelligence which is the condition for an intelligent use of language. Note that I said "the intelligent use" by which I do not refer to linguistic competence, but take this competence for granted. If we remember that our clients usually fail not in the intelligent use but in the basic competence of language, it becomes clear that it is not their intelligence but some specific linguistic skill which is impaired.

⁶This viewpoint on language and particularly on thinking is closely modeled after that of the Swiss psychologist J. Piaget. The author's forthcoming book "Thinking Without Language" (The Free Press) elaborates this viewpoint in greater detail.

I would like to close this talk with a plea for an objective, clear terminology in the area of speech and language disorders. If a reading problem is explained as being due to "faulty transmission of visually perceived symbols into motoric articulation" it sounds quite scientific and becomes relegated to the mysterious realm of "perceptual disturbance" or "minimal brain damage." Yet, since we know so little about the specific central nervous system activity which underlies the reading process, terms like the above become purely hypothetical and serve more frequently to confuse than to explain the issue. In a similar vein, a deaf child's reading difficulty should be termed "language" deficiency since the reason for the deaf child's failure in reading is his lack of linguistic competence. Surely we do not say of a person who cannot read a foreign language that he has a reading problem in that foreign tongue. Again, a hearing child who has difficulties in speech should not simply be called language-impaired, or what is even more confusing, an aphasic child. We could use the term speech-impaired or speech-delayed and thus be more specific about the child's symptoms.

Thus I am reiterating the initial admonition of distinguishing in thought and subsequently in language different aspects of behavior. Intelligence, language, speech, reading, hearing sensitivity and other forms of behavior are now recognized as sufficiently differentiated and testable in their own right. Only harm is done to further scientific progress if these varying psychological processes are confused by a facade of scientifically sounding terms.

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NEWS

From 'Round the Nation

Mrs. Jerry Fail, News Editor
6170 Downey Avenue
North Long Beach, Calif. 90805

California . . .

Berkeley-Oakland NFSD Div. No. 79 recently elected Abe Rosenblatt, president; Mrs. Thelma Pehlgrim, vice president; Hubert Sellner, secretary; Raymond Rasmus, treasurer; Frank Orava, director; Maurice Otterbeck, sergeant; and Trustees Mrs. Jean Sellner, Mrs. Jo Jacobs and Ralph Jordan.

Oakland's East Bay Club for the Deaf officers: Floyd Barlow, president; David Hecht, vice president; Hubert Sellner, secretary; Roland James, treasurer; and Directors Claude Barlow, Robert Griggs and Lawrence Silveria. Gus Burgos and Larry Pratt are the auditors; Albert Ingraham is financial agent whilst John Barlow is house manager and Donald Herman minds the store.

Over in Hollywood the NFSD Div. No. 119 elected John Rabb, president; Gerald Beckwith, vice president; Aldrick Yates, secretary; Theodore Chrismer, treasurer; Leo Bensusen, director; Robert Jones, sergeant; and Trustees R. Jones, G. Beckwith and L. Bensusen.

Hollywood Division's 27th anniversary banquet was well attended, being held at Hody's in the very heart of Hollywood. William Verburg, former president of Los Angeles Div. No. 27, was guest of honor and one of the highlights of the gathering was a talk given by Mrs. Margaret Smith, daughter of Bro. G. Beckwith.

Heading Los Angeles Div. No. 27: Henry Winicki, president; Elliott Fromberg, vice president; Ray Stallo, secretary; Charles Marsh, treasurer; Walter Chase, director; and Leo Koch, sergeant.

Serving Long Beach Chapter No. 9, California Association of the Deaf: Frank Luna, president; Geraldine Fail, vice president; Eleanor Smith, secretary; Thaine Smith, treasurer; and Trustees Ross Bailey, Fred Gries and George Forfar.

District of Columbia . . .

The night before the IGD "Thank You" party, Jan. 29, the granddaddy of all blizzards showed its might, so only a few hardy souls ventured out to the Bladensburg Fire House for the event. The more hardy came all the way from Baltimore and Virginia. By the time the tons of food had been consumed and the libations drunk, the snow was piled to 12 inches in depth. But lo, the mighty firemen did yoeman work to get wheels spinning and exit lanes out to the highway. As someone said, it was a "blast," snow and all!

We regret to announce the passing of Eugene McConnell, 67, on Feb. 17. He leaves widow, Iva, and son, Roger, who is a mainstay at DCCD, and three grandchildren. Eugene was printing instructor at the Iowa School up till 1962, when he moved to Washington and was employed at the Washington Post.

Mrs. Arlene Rae Cantwell, wife of Lewis Cantwell, also died on Feb. 3. She was only 33, and leaves five children, ages 3 through 15.

And another gay bachelor joined the ranks of married men when Eddie Hunter married Elizabeth Swisher on Feb. 5 in Warren, Ohio. After a brief honeymoon to Miami Beach, they are now at home in D. C.

Ruth Phillips has ended her three month leave from her government job during which time she decorated their "new" house on Kendall Green. Attesting to its size, it must have been quite a chore to take three months!

Joyce, daughter of Mrs. Marjorie Culbertson, was married on Dec. 19 to Jan Keeling. The couple will reside in Maryland. Then, on Dec. 30, Cindy Crammatte, youngest daughter of the Alan Crammattes, was married to Stephen Shupe at Grace Methodist Church in Takoma Park.

Also, if you note Heimo and Lucille Antila popping their buttons, blame it on the fact they became grandparents for the first time on Dec. 14 when William Lawrence Millios arrived at daughter Marion's.

Bertha (Marshall) Dobson passed away in Tucson, Ariz., on Jan. 10. She was a longtime resident of D. C., while her husband Chester was on the Gallaudet faculty as printing instructor. They moved to Tucson three years ago with Chester teaching at the Arizona School.

Roy J. Stewart turned 88 on Jan. 6 and the Paddens, Bergs, Turks, Auerbachs, Peikoffs, Phillippses and Higginses helped him celebrate with a small party at home.

Though they do not look old enough to have children in college, George and

Thelma Singer's two daughters are attending Montgomery Junior College in Silver Spring. Linda is in her second year while Justine is a freshman. George has been with the Post for the longest time and is quite a fixture there, while Thelma still plays with figures at a local bank.

Peggy and Bill Sugiyama welcomed another boy on Feb. 18 and named him Randy. He joins Jerry, who will be four this summer.

Kentucky . . .

A monthly bulletin, TIDINGS, is published by the Louisville Catholic Deaf Society. It contains church items and other news. Those interested in receiving copies should write Col. G. Gordon Kannappell, 2515 Glenmary Ave., Apt. 4, Louisville, Ky. 40204, or Father Timmel, St. Helen's Catholic Church, 4005 Dixie Highway, Louisville, Ky. 40216.

Twenty-three Kentucky School for the Deaf students attend church services at St. Peter and Paul in Danville. Miss Mary Ann DiCola and Joseph Balasa are teachers. Father Vincent Grenough talks and signs simultaneously while preaching. The late Miss Mary Kannappell started the deaf church work in Danville. The Louisville Society donates \$50 yearly for the work of the Danville church.

Four sisters from Lexington, 35 miles away, attended the March meeting of Danville's NFSD Auxiliary Division No. 130. They were Varney McChord, Ruth Abercrombie, Dora Wilder and Minnie Sherrow. They also transacted some Kentucky Association of the Deaf business while in town.

Douglas Woodall, a KSD product, is employed by Lockheed Process in Marietta, Ga. He recently came home to visit his mother in Somerset and came to Danville to see the new KSD buildings and to watch Joe the Tailor's bowlers in action. Also present was Harold Wolnitzek of Dayton, Ohio, who is a printer at Journal Herald and News Co.

Joseph Balasa sponsors two teams—Joe the Tailor No. 1 and Joe the Tailor No. 2—at the Danville Bowlarama. Team No. 1 consists of deaf bowlers James Hester, Joe Helton, Fayette Baker, William Gulley, Jimmy Coffee, Norman Walker, John Howard and the sponsor. Team No. 2 consists of hearing members.

News items for the Kentucky column may be sent to Joseph Balasa, 621 Shakertown Rd., Danville, Ky. 40422.

THE CALIFORNIA HOME FOR THE AGED DEAF

offers a home for the lonely aged deaf people from anywhere in the U. S. A. All that is required is that they are in good health and that they are able to pay the monthly fee. Write to Miss Lucy Sigman, 12608-B Brich Ave., Hawthorne, Calif. 90250, for information and application blank.

Missouri-Kansas . . .

Mr. and Mrs. Leo Vohs of Kansas City, Mo., report that their son, Lt. Colonel Ralph H. Vohs, and their grandson Sgt. Gary Vohs have been transferred back to the United States. After Ralph's family moved back from England, he became a battalion commanding officer at Fort Dix, N. J. Sgt. Vohs was transferred to Fort Leavenworth from Paris, France.

A3C Stanley Watkins, son of Mrs. Dora Watkins of Wichita, completed his basic training at Lackland Air Force Base, and is now taking technical training at Gunter.

Mr. and Mrs. Clifford Romig, Jr., of East St. Louis, Ill., have an eight-month-old son. Mr. Romig is a linotype operator with the Christian Bond publication. They visited his parents in Eskridge, Kan., recently.

Mr. and Mrs. Herbert Larson, of Lindsborg, Kan., made a recent trip to the South. They visited her sister in Clearwater, Fla., and en route home visited in Washington, D. C., and St. Louis.

Mr. and Mrs. George Steinhauer of Leavenworth, flew to Pittsburgh, Pa., for a recent visit with their daughter and two grandchildren.

Fred Jordan of Leavenworth spent two weeks recently with his daughter in Little Rock, Ark. He reported his son and family now reside in Washington, D. C.

Mr. and Mrs. Rufus Perkins purchased a house in North Kansas City, Mo., and moved in the first part of March. They have a lovely daughter.

Mrs. Iona T. Simpson (nee Tate) and Mrs. Edith Hayes (nee Brummitt) are residents of the California Home for the Aged Deaf in Arcadia. Mrs. Simpson graduated from KSD prior to 1900 and Mrs. Hayes in 1899. They both taught at the state schools for the deaf in Oklahoma and Kansas.

Ronald, son of Mr. and Mrs. Raymond Whitlock of Kansas City, Kan., enlisted in the Air Force and was classified into electronics. Upon completion of his five weeks' basic training, he was promoted to Airman Third Class and then was sent to the Technical School for Electronic Communications and Crypto Systems at Lackland Air Force Base. In January 1966 he graduated from the Technical School and at present is stationed at Tinker Air Force Base in Oklahoma.

Mrs. Nettie Sickel of Kansas City, Kan.,



FINGERSPELLING CLASS—This is a scene from one of the statewide classes in fingerspelling which have been conducted in Indiana the past several months. Practicing in this picture are, left to right, Mrs. Jo Nelle Moore of Indianapolis and Mr. and Mrs. Richard Church of Columbus, Ind.

had an ulcer operation on Feb. 25 and is now back at the nursing home. Mrs. Sickel was 86 on Jan. 1.

Mr. and Mrs. Gary Pollard of Kansas City, Mo., became parents of a girl on Jan. 30; Mr. and Mrs. James Hughes of Kansas City, Mo., became parents of a girl in February; Mr. and Mrs. Dennis Binkley had a boy on March 2; Mr. and Mrs. Richard Stoecklein of Olathe, Kan., had a boy back in November. Mr. and Mrs. Eugene Joles of Kansas City, Mo., became grandparents again after their daughter had a new baby boy.

Bobby Gene Eakins and Joyce R. Johnson were married on Jan. 8 at the Assembly of God Church in St. Louis. They are residing in St. Louis.

Lyle Mortenson, Sr., of Kansas City, Mo., was promoted to civil engineer-traffic design senior at the city hall recently. He had previously received awards in nuclear blast protection design and fallout analysis from the University of Kansas and has a registered professional engineer certificate from the University of Missouri.

Ammon Peters, 77, passed away in a nursing home at Tijuana, Calif., after a year's illness. His wife survives.

Mrs. Frank Mikesell, 70, of Belleville, Kan., died following an extended illness. Her husband survives.

New York . . .

The Merry-Go-Round Club generously donated all proceeds from their Jan. 21 bazaar to the Mental Health Association of the Deaf, Inc. The event took place at the Hotel Beacon. Items were donated by members and all merchandise not sold quickly was auctioned off by Ben Agid, MGR's director. Salesladies at the bazaar counters included Aileen Brody, Lillian Berke, Naomi Leeds, Jane Becker and Adele Meyers. Helping at the refreshments stand were Joseph and Mary Heinrich, Peggy Call, Peggy Hlibok and Mary Schapira. Naomi, executive secretary of the association, introduced one of the occupational therapists who outlined the work being done for the deaf at Rockland State Hospital.

The Dinner and Fashion Show, sponsored by the Hebrew Association, was held at the Statler-Hilton Jan. 29 with 430 in attendance. "Elegance in Motion" was directed by Mia Grace, the famous fashion designer, with a bevy of beautiful models. President Emil Mulfeld of the HAD presented gold bangles to Chairman Faye Cohen and her helpers, Jane Becker and Thelma Miller, for their many months of work on the project. Thanks were also tendered to Elaine and George Geltzer, Gladys and Leo Weinberg, Kate and Ben Shafranek, Vera and Leo Berzon, Yvonne Kenner and Charles Miller. Mrs. Mary Jannello of Brooklyn, a hearing person, held the winning ticket for the 1966 Chevrolet donated by the HAD. From among the 40 door prizes donated by leading stores, businessmen, deaf people and others, Joe Cohen drew a mid-week vacation for two at Brown's Hotel, a mountain resort.

The regular meeting of the HAD was held in the new Community Center, 344 East 14th Street, NYC, for the first time on Feb. 13. Morris Davis was applauded for his recent election to the AAAD Hall of Fame and was given a \$25 gift to help defray expenses on his trip to Bos-

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ton for the AAAD Hall of Fame luncheon.

Beth-Or Temple for the Deaf promoted a very enjoyable weekend outing to the mountains. A group of 200 went to Young's Gap, a well-known resort hotel at Monticello, N. Y., March 4 for three days of skiing, tobogganning, ice skating and other winter sports. They also enjoyed excellent cuisine and the floor shows at the hotel.

The Hebrew Association of the Deaf sponsored a very successful 21st annual EAAD basketball tournament March 12-13 at Power Memorial Gymnasium, NYC. Headquarters were the Henry Hudson Hotel. Union League won the eastern crown for the third straight year. Trophies for the tournament were donated by the HAD, Union League, Fanwood Alumni Association, New York Times Chapel, Mr. and Mrs. J. Dartez, Cleveland HAD, Dr. Marcus L. Kenner, and Sisterhood of HAD. Max Friedman, N. Feig, H. Gordon, V. Byrne and H. Gut-schneider were donors of individual medals for the five all-stars. President Emil Mulfeld presented first place trophy to the U.L. on behalf of the HAD. EAAD President Murray Finkelstein presented the second place trophy to Philadelphia on behalf of the U.L. and Ben Shafranek gave the third place trophy to the Pelicans on behalf of the Fanwood Alumni Association. Thelma Miller, president of the HAD Sisterhood, gave the sportsman-ship trophy to the Buffalo Club and recipients of all-star medals were Jack Antal, Paul Kaessler and Frank Shel-done, all of the U.L.; Barry Siekierka of Philadelphia and Francis Tadak of Buffalo.

Jack Antal of the U.L. was voted most valuable player and received his trophy from Morris Davis in the absence of the donor, Dr. Kenner, who was vacationing in Florida. Over 800 attended the ball and floor show on Saturday evening. Linda Smith, a comely blonde of NYC, won over some 50 others and was crowned Miss EAAD. Among the judges for the contest was bandleader Buddy Foster, son of Aaron and Helen Fogel. Much credit is due the hardworking tournament committee, Stanley Siegel, Richard Myers, James Stern, Joseph Cohen and Ben Shafranek, and the special committee assisting them, Jacob Seltzer, Norman Feig, Nathan Schwartz, Stanley Hoffman and Harry Litowitch.

NOTICE

I have made appeals to other state associations several years ago for chairmen's names and addresses and special committees, but I only have received four or five replies.

The Empire State Association of the Deaf has several standing committees and one of the committees is called "Vocational Rehabilitation, Education, Labor, and Special Services" to deal with different state departments such as education, labor, mental hygiene, motor vehicles, insurance and other matters. I feel that my committee is very well qualified to handle the matters in New York State. The committee is operating on a field representative system with 10 district field representatives, assistant chief of field representatives and 11 hearing advisors with interpreter, hearing committee secretary, counsel and ex-officio members.

I would like to pool our information and materials with other state associations through their special committees in the same fields as ours. It may help others while we get valuable information from them. Any state association interested in cooperating should write me.

Carlton B. Strail, Chief of Field Representatives,

Empire State Association of the Deaf Vocational Rehabilitation,
Education, Labor and Special Services Committee,
111 Coolidge Ave., Syracuse, N. Y. 13204

Texas . . .

Kelly Stevens of Austin hosted a reception at his home March 6 in honor of Mr. and Mrs. Piet Van Langeraad-Hettema of Holland. Although the guests did not understand the Dutch language of signs, they got along famously with the visitors with aid of "home signs."

Kelly corresponded with Piet and Har-manna Van Langeraad-Hettema for many years and visited them at their home six years ago. He saw them twice more during his succeeding treks across Europe. The dream of the Dutch couple to visit America came true when they took a flight from Amsterdam to Austin Feb. 26 with stops at Montreal, Canada, and Houston, Texas. Kelly entertained them with many short sightseeing trips, including a drive to the LBJ Ranch and boyhood home.

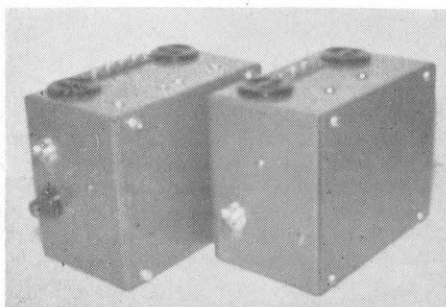
Mr. Van Langeraad-Hettema, educated at Rudolf Mees Instituut voor Doven (Rudolf Institution for the Deaf) in Rotterdam, was employed as furniture designer and interior designer for a furniture manufacturing firm until his retirement several years ago. Upon his retirement he was awarded a medal of Knight of Orange-Nassau by the Crown. Mrs. Van Langeraad-Hettema received her education at Koninklijk Instituut voor Doof-

Stommen (Royal Institution for the Deaf) in Groningen.

The Dutch couple flew to Washington, D. C., the last of March for sightseeing and then to New York City where they will stay until their departure by boat May 20 for the trip home.

A special legislative committee began its study on special education programs and services for the deaf last year; and will report the findings and recommendations, based on investigation, to the 1967 legislature in Austin. The study covers all schools in Texas that specialize in education for children with impaired hearing. Chairman of the committee is Representative Paul Floyd, of Houston, who is noted for his interest in the deaf. A five-member citizens' advisory committee has been appointed to work with the legislative committee. Louis B. Orrill and Don G. Pettingill, both of Dallas, are on the citizens' committee. The other three members are Dr. W. P. Anthony of Fort Worth, an otologist; L. T. Johnston of Austin, assistant director for program and staff development in the Division of Vocational Rehabilitation, Texas Education Agency; and George D. Holland of Lubbock, a specialist in audiology and owner of the Holland Hearing Aids. Mr. Orrill is chairman of the legislative affairs committee of the Texas Association of the Deaf. Mr. Pettingill is director of counselling services for the deaf at Callier Hearing and Speech Center in Dallas and is a member of the legislative affairs committee. The legislative committee's goals are improvement and expansion of special education programs, establishment of channels of communication to assist parents and to educate the public on problems of the deaf and promotion of excellence in special education.

The Ford Motor Company donated a 1966 Ford Falcon engine, transmission and several hundred dollars worth of charts and manuals to the Texas School for the Deaf in January for use in the auto mechanics classes of the vocational school.



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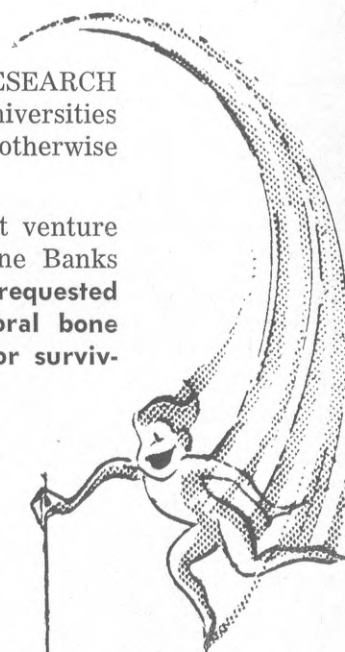


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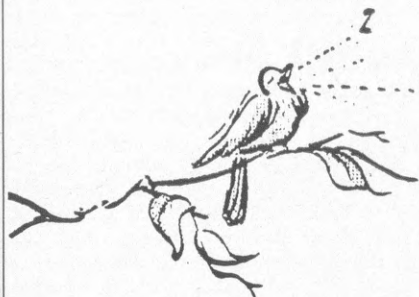


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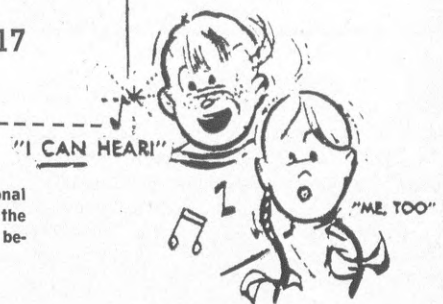


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The appetizer was tasty, bring in the meal.

Track and field got off to a rousing 1966 start this month among our schools for the deaf and Gallaudet.

We heard people say it was good for the Russians to beat us in running events at the recent International Games for the Deaf because it would make for better competition. Maybe it does, but the point is we shouldn't have been beaten.

It is sincerely hoped that coaches in our schools will listen to our plea to develop distance runners NOW and get them ready for the '69 Belgrade Games.

Unquestionably, it takes real devotion to be a distance runner.

"We noted that you wanted to develop distance runners now. Well, we are giving it a try here in New England." This is what Jim Cooney, athletic director and coach at the Rhode Island School for the Deaf, wrote us recently.

Jim Cooney started the FIRST New England Schools for the Deaf Cross Country Championship which was held at Providence, R. I., Oct. 24, 1965. Four schools and 28 runners participated. This was good for the first year, and Jim is sure he will have two or three additional schools this year.

Rhode Island, Clarke, Maine and New Hampshire are those four schools that participated. Results: 1) Rhode Island, 24; Clarke, 43; New Hampshire, 75, and Maine, 91. The distance was close to three miles, and that cross country course is rated the toughest in Rhode Island.

The boy who won—George Ferreira—is only 13 years old and the boy who came in second—Paul Canulla—just turned 15! These two boys finished 6th and 7th respectively in the Rhode Island Interscholastic Freshman Championship in which over 120 boys competed, and are fine prospects for the Belgrade Games if they grow and develop a real love for running.

Jim Cooney is also considering starting a New England Schools for the Deaf Championship in outdoor track. Rhode Island is starting outdoor track this month and Clarke seems interested. Jim thinks he can get some of the other schools interested.

Jim Cooney coached Bonnie Bell Turner to a fifth place in the 800-meter run and a new American deaf record (2:34.9) at the recent IGD Games. It was quite an experience for Bonnie. She certainly learned quite a bit and now has her sights set on Yugoslavia. Jim Cooney has her working out two or three times a week to stay in shape. She is competing in track this spring. A few other girls at her school now are interested in track and show some potential.

Keep up your good work, Jim.

P.S. Kentucky School for the Deaf at Danville, a 143-year-old institution, fielded a track and field team for the first time last year. And it showed well in its first year, and since the boys had never even seen a track meet before they participated in their first one, they accomplished a great deal. We believe we will see at least one trackster from KSD competing for Uncle Sam in the future IGD events. Phil Palmer, a teacher, is to be congratulated for starting a track team at KSD.

Gold Medalist in Fencing at Tokyo Olympics is Deaf

According to a foreign publication of the deaf, Ildiko Rojto, a 21-year-old deaf woman from Budapest, Hungary, was able to defeat all comers and win a gold medal in fencing in the 1964 Tokyo Olympics.

By the way, there is a Grosse Ile, Mich., girl, a casualty of the Nazis during World War II, who is considered the best deaf fencer in the United States. She is Marika Ludovika Olga Vorosmarty, a graduate of the Michigan School for the Deaf, and now a freshman at Gallaudet College.

Now 21, Marika is the daughter of a Hungarian patriot who, directly and indirectly, abetted the Allied cause during those terrible years. In the end, Michael Vorosmarty, Marika's father, has had to overcome the humility and impoverishment that only war can inflict upon the innocent. Marika was born on May 23, 1944, in Budapest, Hungary.

Two decades later Marika proudly wore the colors of her beloved United States when she competed for Uncle Sam in the discus at the 10th International Games for the Deaf. The great Downriver public raised at least \$500 in one week to send her to Washington, D. C.

While at the Flint school, Marika received the Daughters of the American Revolution Good Citizen Award, the only naturalized citizen in Michigan to be so honored.

Marika's deafness occurred when the Vorosmarty family was fleeing before the retreating Germans in the winter of 1945. The family was living on a flat-

boat on the Danube River, leaving Vienna with 80-some Hungarians to get into Germany to meet the onrushing American Eighth Army. Deafness resulted when the Germans dynamited a river viaduct in Marika's immediate vicinity.

Marika's father held offices of prominence in the prewar era. He was minister of commerce in the Hungarian cabinet between 1937 and 1939. From 1939 to 1944, Mr. Vorosmarty was attached to the prime minister's office as an economic adviser.

When the German military forces overran Hungary in 1944, Vorosmarty would not cooperate with the occupying forces. As a result he was stripped of all offices, his holdings were seized and he was sent to labor in an aircraft factory. Later, refusing to join the German army, he was deported to Germany as a displaced person. He was liberated by the American army.

In 1949, through the generosity of the Presbyterian Church, the family came to the United States. He is presently employed at Wyandotte Chemicals as a research chemist.

Before she entered Gallaudet College, Marika competed in several fencing competitions, and won countless medals and several trophies. If we have fencing in our IGD Games, it would be wonderful if Hungarian-born Marika Vorosmarty would meet that Tokyo Olympics gold medalist from Hungary.

29-Year-Old Gallaudet Junior Honored

It's easier to picture Kevin Milligan as a baseball player (Don Zimmer-type) or gag man (Marty Allen-type) than a basketball player (soccer-type).

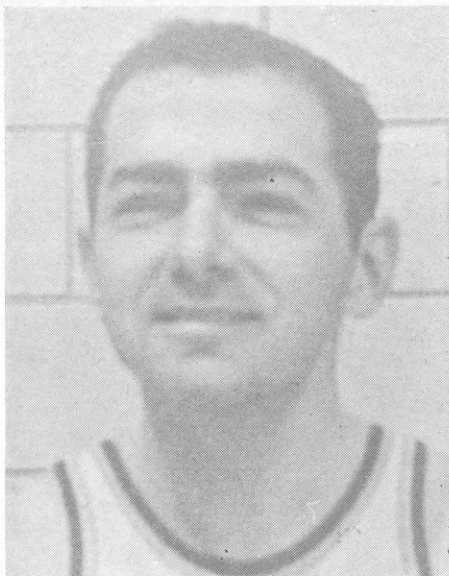
Milligan's build, 185 pounds spread over a chunky 5-foot-10 frame, negates it but he is a basketball player and a good one for Gallaudet College.

Check his credentials. Milligan became the first Gallaudet player in the 101-year history to score at least 1,000 points in three varsity years. Captain of the Gallaudet five, Milligan scored his 1,000th point early in the first period of the Bridgewater College game before a capacity crowd at Hughes Gymnasium on Dec. 11, 1965, and the game was stopped while he was presented with the game ball. He finished with 24 points. For the season he poured in 429 points in 18 games for an average of 23.8 per game. Coach Schyman's Gallaudet squad was 3-15 for the year, the poorest season during Milligan's four-year career at the college.

Last year (1964-65) Milligan had his best cage record. He finished as the second leading scorer in the Mason-Dixon Conference with 268 points in 10 games for a 26.8 average. He led the Maryland

OUR COVER PICTURE

MARIKA — Marika Ludovika Olga Vorosmarty, an Hungarian-born girl, now living in Grosse Ile, Mich., is a freshman at Gallaudet College. An outstanding national fencer, Marika holds the epee aloft while displaying a trophy won in a 1964 meet. She competed for the USA in the discus at the recent 10th IGD.



This is 29-year-old KEVIN MILLIGAN. His No. 24 jersey was retired recently after his having played four years of brilliant basketball at Gallaudet College.

Intercollegiate Conference, another Gallaudet affiliate, with 109 points in eight games for a 24.8 average and had the third highest average among area collegians with 24.6 on 541 points in 22 games. This total of 541 points enabled Milligan to become the first player in history to score 500 points in a single season.

In 1963, before serving a year of probation, Milligan tossed in 391 points in 18 games for a 21.1 average. And in his last three seasons he hit 1,361 points. Adding his prep year in 1962, he scored 320 points in 17 games. Altogether he garnered 1,681 points in 75 games for an average 22.3, his full four-season career at Gallaudet.

Milligan also set an individual scoring record in a single game when he made 47 points against Washington College which Gallaudet lost, 114-112, in overtime in February 1965 to break his own record of 42 points which he set in the season of 1963. Prior to that, Dick Caswell held 37 points for a long time. Milligan also had 41 points in 1963, and his 1966 high was 43 points.

And Kevin Milligan's No. 24 jersey was retired in ceremonies before Gallaudet's last game this year and Kevin responded by pumping in 38 points against Washington College in which Gallaudet lost, 80-75. Thus Milligan is the first Gallaudet player in any sport to be honored by retirement of his uniform number.

Gallaudet's best season during Milligan's participation was in 1963 when it won 11 and lost 9. Last year Gallaudet was 10-12.

It was not an easy road for Kevin Milligan, now 29 years old, who wasn't blessed with the skills of a natural athlete. He has driven himself to attain success and soon hopes to attain his ambition to teach and coach in a school for the deaf. During his senior year starting this fall he will not play but will study hard so as to achieve his stated objective.

He's majoring in physical education.

Milligan's rocky road took him from his birthplace in Buffalo, N. Y., to St. Mary's School for the Deaf where he was key man in the school's drive to its greatest season in 1955, winning 22 and losing only 2 and taking the Eastern Schools for the Deaf title for the fifth straight year. He was placed on National Catholic high school All-American team that year as well as being the **Silent Worker's** Deaf Prep Player of the Year.

After high school, Milligan worked to save money for Gallaudet. Between 1956 and 1961 and also during his probation year in 1964, he played for five different AAAD member clubs . . . Buffalo Club of the Deaf, Erie Silent Club, Queen City Club of the Deaf, Valey Silent Club of Burbank and Los Angeles Club of the Deaf, and participated in the AAAD national finals during those years. His two clubs—Erie and Queen City were national champions. And he was the Most Valuable Player of the 1964 AAAD nationals in Philadelphia while performing for LACD. He also played for the United States in basketball at the 1961 Helsinki Games and was its most outstanding player.

We have known Kevin Milligan for several years and have seen him perform in several sports. We always admired him for his incessant hustle.

In basketball Milligan was not only a scorer. He was high on his team in assists, got his share of rebounds and played defense well enough to consistently handle the opposition's top-scorer assignment. He shot often but was dangerous because of his way of following his shot and getting a second shot. He was deadly from anywhere near the foul line. He did everything but eat the ball.

Kevin Milligan surely is one of the all-time deaf basketball greats!

Morris Davis in New Book on "Jews in Sports"

If all the people who ask: "Is Joe McTigue really Jewish?" were to buy the new reference book, "Encyclopedia of Jews in Sports" by Bernard Postal, Jesse Silver and Roy Silver, it would make the best-seller lists. Bloch Publishing Company (N.Y.) has put it out at \$12.50.

This king-size 526-page volume contains a complete record and interpretation of Jewish participation in all fields of sports in all countries.

Morris Davis, by the way, is the only deaf athlete who is included in this newly-published encyclopedia. A veteran walker, Davis captured the National AAU 15-kilometer walking championship in 1935 and established an American record for the 25-mile road walk of 3 hours, 43 minutes and 38 seconds. This record has yet to be broken!

* * *

Some time ago we received a very nice letter from Dewey Deer of Vancouver, Wash., one of the Gallaudet College all-time football greats. He said he made a trip to Vancouver, British Columbia, last summer to visit friends. He happened to be there when the Canadian IGD swimmers arrived home. He, with several hundred others, went down to the station to greet them. Dewey sent us a couple of clippings as the papers were full of their exploits. And one of them is an editorial in the daily newspaper which reads as follows:

WE'RE PROUD OF THEM

The international travels of athletic teams have become so common that the public seldom takes notice, but a rousing

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SUCCESSFUL SMILES—The Jericho Hill School for the Deaf, Vancouver, British Columbia, swimmers representing Canada go well with sparkling medals won at the 10th International Games for the Deaf. These girls reaped a total of TEN gold medals. They are (left to right): Pat Fraser, Linda Heavenor, Gail Penner, Marilyn Larson, JoAnne Robinson and Judy Bennett. Miss Robinson won four medals and was the individual champion of the Games. This photo was secured through the courtesy of JoAnne's mother and appeared in THE VANCOUVER SUN (July 12, 1965).

cheer is in order for a group of B.C. youngsters now on their way back from Washington, D.C.

They are the 14 teenagers who made up the Canadian swimming team at the 10th International Games for the Deaf which attracted 800 athletes from around the world. Competing against 27 countries, the B.C. swimmers captured 10 gold medals. Fifteen-year-old JoAnne Robinson, who won two gold medals, helped her relay team to two more and set four world records for deaf swimmers, was the biggest individual winner in the meet.

The feat reflects tremendous credit upon the Jericho Hill School for the Deaf and coach Keith Watson, a UBC graduate, who has been preparing his youngsters for this trip for two years.

The value of proper facilities for children with handicaps—Jericho has its own pool—was never more apparent.

Civic authorities might well offer some recognition to these talented youngsters just as they do for our other prize-winning athletes.

Although the 10th International Games for the Deaf are history, we would like to tell you more about JoAnne Robinson. As far as we know, only two other humans in history have ever equalled JoAnne's performances. These were both hearing men: Jessie Owens (track and field) in the 1936 Berlin Olympics and Don Scholander (swimming) in the 1964 Tokyo Olympics. However, neither of these two great athletes broke world records in all events in which they won gold medals.

Although Canada won handily in the 400-meter freestyle relay and JoAnne swam the last leg, she still did an unofficial 1:11.3 for the 100 meters. In the 400-meter medley relay she swam her best ever time for breaststroke (unofficial 1:23.8) to help give Canada the margin it needed to beat out the USA.

If one is to look at the records JoAnne set in the freestyle events it is clearly evident that she didn't just shave the

old marks—she tore chunks right off them (5.7 in the 100; 1:08.0 in the 400). She is truly the best female freestyle swimmer the deaf world has ever seen. You will be interested to learn through Keith Watson, swimming coach of Jericho Hill School for the Deaf and also swimming coach of the Canadian squad at the recent Xth Games, JoAnne is **faster** now than she was last summer and will be still faster when the Belgrade Games roll around. JoAnne was flown from Vancouver to Montreal last October and at a banquet meeting, the newly organized national Federation of Silent Sports in Canada (FSSC) named her as the first winner of an annual award and plaque as the outstanding deaf athlete of Canada in 1965. Also in November, JoAnne proved that she can compete with hearing children in swimming (as she has been for the past four years), and she placed SECOND in the British Columbia 50-meter freestyle race for high school children

of 16 years and under. Her time was 2/10's off the B.C. record.

At no time in history has any athlete (hearing or deaf, male or female) competing in any international games (be they the Olympics, Pan American Games, British Empire Games, Maccabiah Games or International Games for the Deaf) won four gold medals and at the same time set four global marks. We feel JoAnne Robinson's athletic accomplishments of 1965 have no precedent in the history of modern sport and will not be equalled for a long time to come.

Winners in AAAD Regional Basketball Tournaments . . .

There were 44 clubs of the deaf competing in seven regional basketball tournaments to determine who have the right to represent their respective regions in the 22nd annual AAAD National Basketball Tournaments at Boston, Mass., March 30-31, April 1-2, 1966.

Results of the championship flights:

EASTERN (6 clubs)—Union League of the Deaf of New York City, defeating N.Y. Pelicans, 62-59 (overtime), and Philadelphia AC, 109-69. MVP—Jack Antal of Union League.

SOUTHEAST (7 clubs)—District of Columbia Club of the Deaf, defeating Spartanburg, 77-57, and Atlanta, 92-42. MVP—Mike Dorrell of DCCD.

SOUTHWEST (7 clubs)—Houston Association of the Deaf, defeating San Antonio, 77-37, and Dallas, 88-63. MVP—Ronald Emerson of Houston.

CENTRAL (6 clubs)—Lincoln Club of the Deaf of Chicago, defeating Flint, 87-59; Detroit, 110-71, and Cincinnati, 48-46. MVP—Jerry Studer of Cincinnati.

MIDWEST (7 clubs)—Council Bluffs Silent Club, defeating Minneapolis, 63-62, and Denver, 91-59. MVP—Richard Smrz of Denver.

FARWEST (5 clubs)—Los Angeles Club of the Deaf, defeating Tucson, 81-61, and Gold & Green, 101-51. MVP—Leon Grant of Los Angeles.

NORTHWEST (4 clubs)—East Bay Club

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of the Deaf of Oakland, defeating Portland, 79-40; Vancouver (Canada), 68-37, and Salt Lake City, 43-41. MVP—Richard Hendrix of Oakland.

The most exciting game of the whole regional meets was the CAAD curtain-raiser when Cincinnati upset No. 1 seeded Milwaukee in THREE OVERTIMES, 95-93. Cincy's Pat Sweeney stole the ball and made a 10-foot goal at the end of regulation time to tie the game, 80-all. At the end of first 5-minute overtime, score stood at 88-all; second 3-minute overtime found score still deadlocked, 93-all. In the sudden-death culminating period, Cincy's 6-4 Leon French sank two free throws to clinch it, ending a 40-point individual effort.

Also in the CAAD finals, a last-second tip-in basket by Fletcher Bridges gave Lincoln the CAAD crown, 48-46, over Cincinnati in a tension-packed contest. Bridges outjumped Cincy's board-minders to nudge in the winning basket after Lincoln's 6-6 Kenny Harrison missed two charity tosses at the final buzzer. This was the only time during the game that Lincoln was able to achieve a lead and shattered the hopes of Cincy's unseeded hardnosed quintet. Cincy held leads of 15-7 at first quarter; 33-27 at half, and a 38-31 advantage going into the final stanza. It wasn't until two minutes were left on the clock when second seeded Lincoln was able to come abreast at 46-46. Then three Cincy turnovers and a last-second foul blew up Cincinnati's ball-control game and set the stage for the winning basket.

Los Angeles Takes Championship In 22nd Annual AAAD Tournament

Los Angeles is the 1966 American Athletic Association of the Deaf national basketball champion, having overwhelmed Houston, 127 to 80, in the finals of the 22nd annual tournament held in Boston, Mass., March 30-April 2. Washington, D. C., the 1965 winner, defeated New York City's Union League, 88 to 78, for third place honors.

Complete results:

Championship

First Round

Washington 76, Boston 45.
Houston 89, Council Bluffs 83.
Los Angeles 70, Oakland 64.
New York City 88, Chicago 74.

Semifinals

Houston 88, Washington 70.
Los Angeles 90, New York City 68.

Finals

Los Angeles 127, Houston 80.

Consolation

Washington 88, New York City 78 (third place).
Council Bluffs 67, Boston 63.
Oakland 74, Chicago 69.
Council Bluffs 54, Oakland 50 (fifth place).

Sites of future tournaments: 1967, Omaha, Neb. (Council Bluffs joint host); 1968, New York City (Union League);

1969, Akron, Ohio; 1970, Oakland, Calif.

AAAD election results: Edward C. Carney, Washington, D. C., president (second term); Bert Poss, Austin, Texas, vice president (second term); James A. Barrack, Towson, Md., secretary-treasurer (eighth term). Art Kruger was elected IGD team director. Herbert Schreiber was again chosen AAAD publicity director.

Tournament All-Stars: First team—Grant (L. A.), Emerson and C. Nutt (Houston), Renshaw (L. A.), Kaessler (Union League). Second team—Hendrix (L. A.), Dorrell (Wash.), K. Harrison, (Chicago), Schwall (Council Bluffs), Velez (Oakland).

Most valuable player: Grant (L. A.).

Individual sportsmanship: Hendrix (L. A.).

Coach of the year: Lou Dyer (L. A.).

Clyde Nutt, playing for Houston, passed his 1,000 point lifetime total in AAAD national tournament play, the first player accumulating such a figure.

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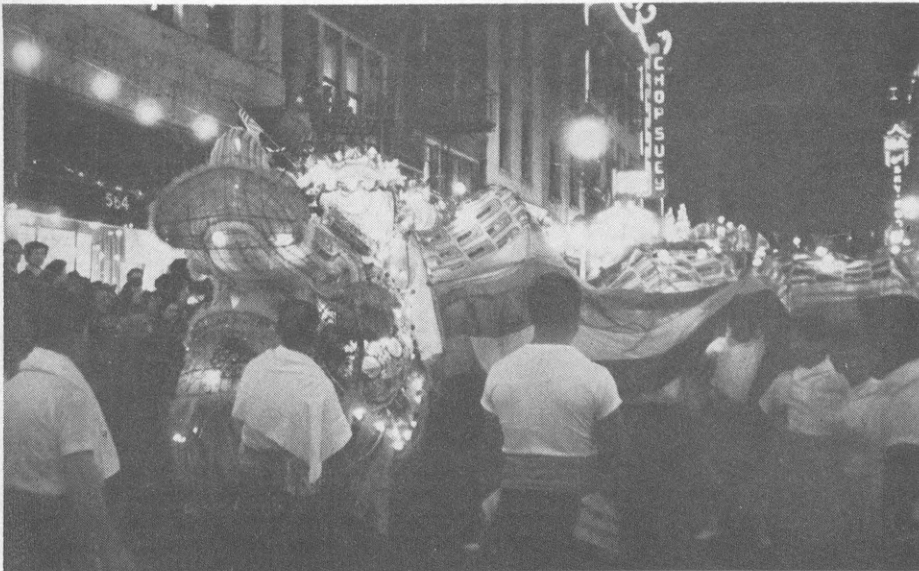
Come One, Come All

★

Going Around the World in San Francisco

By MARGE WHITMORE BOOKER, News Director

San Francisco Convention & Visitors Bureau



SACRED DRAGON—The protector of the Chinese is borne in august majesty on the shoulders of marchers in the colorful Chinese New Year Parade held annually in San Francisco's Chinatown.

When you've lived abroad for years, as I did, many commonplace things at home come as a surprise: the size of the Sunday edition of the **New York Times**, for instance; the happy discovery that everyone, even the cab driver, can understand you; the realization, just when you thought you were worldly, that you don't know how much to tip an American porter.

San Francisco came as a surprise, too. To me—as a child from a town 75 miles to the south, as a student across the Bay in Berkeley, even as a reporter on a local daily—it was always "The City." Now from the plane, after cities like Tokyo and London and Paris, it looked disconcertingly small.

But San Francisco's size is an asset, as one soon sees. Being confined to a 45-square mile fingertip between the Pacific Ocean and San Francisco Bay keeps The City, like Manhattan, a city. Its compactness, besides putting everything within easy range, has contributed to the polished urbanity that makes San Francisco unique among cities west of the Hudson and more akin to certain European capitals.

It's remarkable how much of the world is windowed on the Bay. The City is full of exotic vignettes, of sights and scents and flavors one travels around the globe to savor.

The way the hills rise steeply out of a sparkling, island-studded bay is reminiscent of Hong Kong with its Peak and many-splendored vistas. So are the occasional web-sailed junks that dot the Bay, a recent vogue among Bay Area boat-owners who import them from Hong Kong. . . . At other times, when the harbor's a wind-whipped green, San Fran-

cisco assumes a Nordic look not unlike Stockholm casting cool reflections in the waters of Lake Malar where it meets the Baltic.

The Embarcadero and the ocean-going vessels that tie up at its more than 50 deep-water piers are a direct link with the faraway places that have helped to shape San Francisco's personality.

Union Square, the well-manicured park that is the hub of San Francisco's shopping district, has something of the same formal elegance as Paris' Place Vendôme. Like Vendôme, it has a towering, statue-topped shaft at its center and is surrounded by smart shops, fine hotels and fashionably-dressed shoppers. In some respects, the park also resembles London's Trafalgar Square, except that its monument commemorates Commodore Dewey's victory at Manila Bay instead of Lord Nelson's.

The European influence is also evident in the lines of another local landmark, the 65-year-old Ferry Building at the foot of Market Street. Before the advent of San Francisco's two great bridges, this tower-topped structure was a busy terminal for the Bay ferryboats which carried as many as 50 million commuters a year. Architect Arthur Page Brown modeled it after the Giralda Tower in Seville, but from its turret detail one fancies his gaze had also rested on Britain's Parliament clock tower, better known as "Big Ben."

Though uniquely San Franciscan, the toy-like cable cars that clatter up and down Nob and Russian Hills produce the same exhilarating airborne sensation as

the funiculars and cogwheel railways that lace the lower Alps.

San Francisco's Chinatown lifts the bamboo curtain on a now-inaccessible continent. Besides being the largest Chinese settlement outside of Asia, it is the ethnic capital of Americans of Chinese descent, more than 36,000 of whom make their homes in San Francisco. Outwardly, this self-contained enclave is a colorful conglomeration of pagoda-roofed structures, lantern-strung streets, elaborately ornamented balconies and dragon-entwined lamp posts . . . an intricate complex of exotic shops, restaurants, tea rooms, temples and venerable Chinese business institutions . . . a babel of many dialects. Behind this not-so-inscrutable face are preserved the centuries-old customs, culture and art of China.

Just beyond Chinatown is North Beach, known, with good reason, as "Little Italy." There are 55,000 San Franciscans of Italian extraction and they all gravitate toward "The Beach." Signs on the building fronts read *fiorista*, *farmacia*, *panateria*, *pizzeria*, *ristorante*, etc. The markets are crammed with *salami*, *prosciutto*, *pasta*, *provolone*, *ricotta*, *mozzarella*, *chianti*. In some you're apt to feel alien if you don't speak Italian. Washington Square opposite the Church of St. Peter and Paul could be the piazza in any town in Italy. Its park benches belong, by tacit agreement, to the neighborhood patriarchs who assemble there to sun, doze, philosophize and watch the *bambinos* at play on the grass. Less sedentary oldsters meander down to Aquatic Park for a game of bocce ball on the outdoor court there.

As San Francisco's Bohemia, Telegraph Hill has long had something of the spirit of Paris' Montmartre and St. Germain des Pres. At one time, its narrow alleys



CHINATOWN STREET SCENE—San Francisco has the largest Chinese settlement outside of Asia.

and cliff-hanging frame houses were inhabited almost exclusively by working artists, writers and literati. Then came the picturesque but nihilistic Beatnik era, now past. In recent years the complexion of the hills' upper stratum has been changed by posh apartments and an influx of ad agency reps and affluent socialites, but its lower reaches still abound with off-beat cafes, boites and coffee-houses.

Another Gallic tradition that has caught on with San Franciscans is the sidewalk cafe. There's a well-patronized one, complete with kiosk, on Broadway where you can enjoy the popular French spectator sport of laconically eyeing the passersby while sipping an aperitif.

The Marina, a forest of yacht and sailboat spars, and Fisherman's Wharf, where the fishing fleet ties up amid a colorful jumble of drying nets, boiling crab caldrons and Italian-run seafood restaurants, could be scenes painted in a Mediterranean village like Portofino or St. Tropez.

San Francisco has a Japanesetown, too. While Japanese imports and decor can be found everywhere in The City, the sector around Post and Buchanan Streets has the thickest concentration of Japanese import shops, grocery stores and home-style restaurants. At the moment, this small but burgeoning Ginza is standing stolidly on the brink of a demolition project that is part of the planned redevelopment of an antiquated district called the Western Addition. Japanesetown will gain great face when the project is completed for it incorporates a handsome Japanese cultural center with appropriate landscaping and a five-tiered pagoda.

Though removed from "Little Japan," the Japanese Tea Garden in Golden Gate Park is part of the same heritage. With its torii gate, tea house and Bhuddist and

Shinto shrines set among lily ponds, flowering shrubs and Japanese cherry trees (a glorious sight in April!), it could be a tranquil corner of Kyoto or Nikko.

Golden Gate Park's huge, domed-glass Conservatory is said to be patterned after the Royal Conservatories in Kew Gardens. At the southwestern extremity of the Park's 1017 sylvan acres stands a great stone windmill, like a fleeting glimpse of Holland.

Vestiges of The City's Spanish birthright linger on in its street and place names (Junipero Serra, Arguello, Portola, Laguna Honda, San Jacinto); in the Presidio where the officers' club is housed in a 1776 adobe building which is the City's oldest; about the Mission Dolores, erected by the Franciscan padres in 1782 with Indian labor, and the historic graveyard that adjoins it.

San Franciscans are Continental in their love of the arts. They support an Opera company with a glittering tradition, a symphony orchestra that just opened its 51st season, a ballet that has won world acclaim, an International Film Festival which has just ended its sixth annual competition, more than a dozen art museums and galleries, legitimate theaters that draw top offerings from Broadway and London, an astonishing number of small moviehouses specializing in film classics and new foreign productions and a flourishing flock of little theaters.

The City is renowned for the quality of its restaurants and their cosmopolitan variety. One gourmet guide categorizes them as "Armenian, Austrian, Chinese, French, German, Indian, Italian, Japanese Jewish, Mexican, Philippine, Russian, Spanish, Seafood, Attention Steak-eaters, The Big Splurge" (l'haute cuisine in sumptuous surroundings) . . . and the list's not complete, at that.

National Advisory Committee On Education Named

According to a White House press release, Secretary of Health, Education and Welfare John W. Gardner has appointed the following to serve on the National Advisory Committee on Education of the Deaf:

Dr. S. Richard Silverman (chairman), director of Central Institute for the Deaf, St. Louis, Mo.

Dr. Henry E. Braden III, M. D., private practice, New Orleans, La.

Dr. Edward E. David, Jr., vice president, Bell Telephone Laboratories, Murray Hill, N. J.

Bishop John Dougherty, president, Seton Hall University, South Orange, N. J.

Dr. Harriet Kopp, principal, Detroit Day School for the Deaf, Detroit, Mich.

Dr. Edward H. Levi, provost, University of Chicago, Chicago, Ill.

Dr. John A. Marvel, dean, College of Education, University of Wyoming.

Mr. James N. Orman, president, Gallaudet College Alumni Association, Jacksonville, Ill.

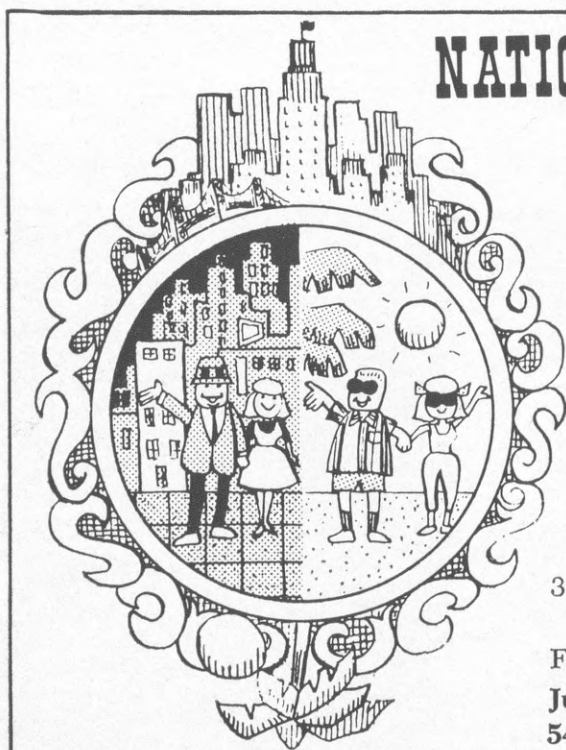
Mr. Samuel W. Patterson, assistant chief, Division of Special Schools and Services, California State Department of Education, Sacramento, Calif.

Mrs. Evelyn M. Stahlem, principal, Mary E. Bennett School for the Deaf, Los Angeles, Calif.

Dr. Richard E. Thompson, psychologist, Beverly School for the Deaf, Beverly, Mass.

Mrs. Homer Thornberry, wife of Federal Judge Homer Thornberry, Austin, Texas.

Mrs. Patria G. Winalski had previously been designated executive secretary for the Advisory Committee.



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NATIONAL ASSOCIATION of the DEAF

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N.
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President's Message

The Chronicle Guidance Publications, Inc., Moravia, N. Y., recently released its "Chronicle Occupational Briefs" pamphlet in which it briefly summarized some of the qualifications for teachers of exceptional children. While the material in it is staff-written, it was sent to various organizations for suggestions and review. The NAD was among those selected, and we had the privilege of presenting the viewpoint of what we feel is a majority of the deaf people. The minority viewpoint was well presented also, through the cooperation of the AGB.

The pamphlet also covered various considerations in the education of the exceptional child: The physically handicapped; the retarded; the deaf and the hard of hearing; the blind, and so on. Without being controversial the writers managed to present current thinking in such a way as to give an interested reader a broad general grasp of the problems faced by those contemplating a career in teaching exceptional children. I liked, in particular, the paragraph quoted herewith:

"To summarize, in all areas of teaching exceptional children the teacher has six broad functions: (1) Understanding the psychology and characteristics of his students, (2) developing a curriculum to fit the needs of the child, (3) understanding and using educational methods and techniques suited to the child, (4) selecting and developing suitable materials and equipment, (5) interpreting and reporting the behavior and progress of his students to the administrators responsible for the school and (6) working closely with parents."

It was quite a temptation not to add, "Watch out for that first step—it's a lulu!"

Psychology is still an infant science. The tremendous strides we have taken in understanding deafness in recent years only emphasize how little we really know about it. For example, one probably can count on one hand the number of books written under the title, "Psychology of Deafness"; don't take my word for it—just go into the nearest library and check the card catalogue. Probably you may find these authors: Helmar Myklebust, Edna Levine and Hans Furth. (The latest, that of Dr. Furth, presents some startling "new" ideas, and it is a "must" book on your reading list.)

I wish the neophyte teacher well. I sincerely hope that he or she will manage

to absorb all of the information (and misinformation and distinguish between them) in the books; and I hope that their instructors will guide them intelligently through the conflicting ideologies. I pray even harder than Avis that the professors who teach will know their subject. But...

It seems to me that it just is not possible for an average person to learn in a year or two in a teacher training program enough about the psychology of deafness to be able to teach adequately and well. How long do we require doctors to study and practice before we permit them to monkey with our innards? I believe it is eight years of the hardest kind of work; and the specialists, after practicing for a while, continue on for several more years of intensive training.

The mind of man is fantastically complicated; the brain is a wilderness that we have only begun to chart. Philosophers, psychologists, psychiatrists and surgeons—the full range of the sciences to be a little more general—are still seeking to understand the workings of the mind... the normal hearing mind at that.

So let's skip back to that first step again. "Understanding the psychology and characteristics of his students." It occurs to me that there may be a relationship between the lack of understanding by the teacher of deaf children and the mean 3.5 grade reading level of the average pupil leaving schools for the deaf in recent years. It could be that teacher training programs might profitably devote more time to psychology (pray harder) and less to how to teach speech. Indeed, there are literally hundreds of books, research theses, monographs and articles by professionals and amateurs on speech. (Examine the DSH abstracts!)

And how many books on the psychology of deafness did you find in your library card catalogue?

The gap is shameful.

Plan to attend the
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NAD's Job Corps Project Approved; Recruits Sought

The Job Corps has agreed to accept up to 60 deaf youths, 40 boys and 20 girls, beginning at once. The boys will be placed in eight centers, four urban and four rural: Gary in Texas, Parks in California, Wellfleet and Rodman in Massachusetts, Blue Jay in Pennsylvania and one each in Nevada and Oregon. Girls will be assigned to two West Virginia centers and one each in Los Angeles and Omaha.

After nearly a year of delays, the new policy is the result of the conferences (see report in THE DEAF AMERICAN, November 1965) which prepared impressive reports to convince the Job Corps that deaf youth can succeed in the program. The change in attitude was also brought about by many personal visits from Fred Schreiber and Jerry Schein to executives of the Office of Economic Opportunity.

The final decision was reached only after the NAD agreed to act as the "screening agent" for the program. This means that deaf applicants will be processed through the NAD Home Office, which will have the responsibility for seeing that the applicants selected meet the requirements of the program. To accomplish the NAD's end of the bargain will require the fullest cooperation of the NAD membership, both in providing information and encouragement to prospective corpsmen and in helping them fill out the application forms, if they decide to join.

The NAD has also been asked to assume one additional part in the program. Volunteers will be sought in areas adjacent to each of the centers which will have deaf corpsmen. The volunteers will make themselves available to the camp director to help out if and when difficulties arise. For instance, a boy or girl may misunderstand an important explanation of camp policy, and as a result decide that he or she is being discriminated against. In such a case the local resource person in the nearby community would be asked to come out and explain what had happened. In this way deaf corpsmen can be kept from dropping out.

23rd Biennial Convention

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11
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